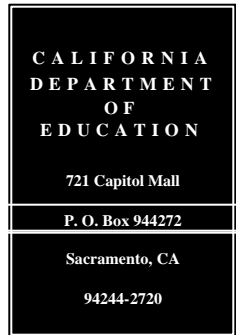




DELAINE EASTIN
State Superintendent of Public Instruction



June 8, 2001

Ruth Ryder, Director
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Division of Monitoring and State Improvement Planning
330 C Street, S.W.
Switzer Bldg. Room 3609
Washington, D.C. 20202-2500

Dear Ms. Ryder,

Pursuant to the OSEP letter to CDE on December 4, 2000, "Special Conditions for FFY 2000-2001, Part B of IDEA, the California Department of Education (CDE) must provide OSEP specific information through report submission. CDE submits the June 8, 2001 required information in its third report submission to OSEP.

For this June 8, 2001 report, CDE provides information that addresses OSEP's special condition requirements in A. 1-6. As discussed with you during your California monitoring visit June 4-7, 2001, CDE will provide specific data regarding the selected districts upon conclusion of CDE inputted and analyzed data regarding the remaining required special conditions.

I appreciate our recent time together with various discussions and the technical assistance you provided. Should any questions arise regarding this report submission, please call me anytime.

Sincerely,

Alice D. Parker, Ed.D.
Assistant Superintendent of Public Instruction
Director, Special Education Division

Enclosures

ADP: GK:gk

Cc: Delaine Eastin, State Superintendent of Public Instruction
Scott Hill
Leslie Fausset
Henry Der
Linda Cabatic (Michael Hersher)

CALIFORNIA DEPARTMENT OF EDUCATION

SPECIAL EDUCATION DIVISION

Special Conditions for FFY 2000-2001 IDEA Part B Grant Award

REPORT #3

TO THE U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION PROGRAMS

on

June 8, 2001

A. The California Department of Education (CDE) will meet its general supervisory responsibility and ensure that all public agencies in the State comply with the requirements of Part B, and that all eligible children with disabilities receive a free appropriate public education in the least restrictive environment.

1. By June 1, 2001, CDE will demonstrate that it:
 - a. Has integrated all components of the Quality Assurance Process (QAP) (including local plan review, focused monitoring including verification review, Coordinated Compliance Reviews (CCR) self-review, complaint management, review and analysis of data including data from the California Special Education Management Information System (CASEMIS), and hearing decisions);

June 8, 2001 CDE Response: Special Condition Met

CDE has integrated all components of the QAP process as part of its overall responsibility of supervision and monitoring. As discussed and demonstrated for OSEP in January of 2001 and provided in materials submission to OSEP on 12/20/00, CDE has effectively integrated data from QAP sources as part of its pre-review, onsite discussions with district administration and in the post-verification review process. This new process of integrated data study and exploration of data has been especially relevant in effective monitoring through the Verification Review process and follow up monitoring.

While each QAP component has CDE supervision and monitoring responsibilities inherent within, the integration of the data has been highly effective in preparing and assisting staff in monitoring activities. It is CDE's future goal to have all QAP components technologically linked and data interactive.

- b. Is implementing the QAP in a manner that ensures that systemic noncompliance is promptly and consistently identified and corrected;

June 8, 2001 CDE Response: Special Condition Met

The integration of the QAP components has continued CDE's effectiveness in ensuring that systemic noncompliance is promptly and consistently identified and corrected. By studying and analyzing all QAP components, CDE uses a data informed approach in all interactions with public education agencies including activities of technical assistance, monitoring, and general supervision. The various QAP components include past and present compliance data (local plan, due process, compliance complaints, CCR Validation and Self-Review information).

In addition, CDE staff uses Key Performance Indicators (KPI) data. KPI data examples include the numbers and percentages of special education students by ethnicity and disability; % of students with disabilities in general education 80% or more; placement in general education/LRE by ethnicity and disability along the continuum of program options; number and percentage of students returning to general education; number and percentage of students receiving a diploma; number and percentage of students receiving other than a diploma; number and percentage of students dropping out of school; percentage of qualified staff including specific data from the end of year personnel reports; number and percentage of student participation in statewide

achievement tests; and student academic performance data, especially in reading over a two year period. As relevant and as available, CDE staff also use other district information such as statewide initiatives (Governor's Awards: Academic Performance Indicators (APIs) and any other data that may be relevant in CDE's QAP.

CDE uses the pre-review meeting prior to the onsite verification review to examine data relationally with established CDE outcome goals. These goals are developed from IDEA requirements and are consistent with CDE's legal obligation of general supervision. The outcome goals are:

All individuals with disabilities will:

- Goal 1: Have their instructional needs accurately identified
- Goal 2: Be taught by qualified personnel
- Goal 3: Be successfully integrated throughout their education experience
- Goal 4: Meet high standards in academic and non-academic areas
- Goal 5: Successfully participate on preparation for the workplace and adult life

CDE PreReview Meeting

CDE staff is provided information on each district with data related to each of CDE's Key Performance Indicators (KPIs) using CASEMIS data and other data. This provides CDE monitoring teams information to set hypothesis for inquiry; questions or information needed to be answered during the review (evidence) and the methods CDE will use to gather the evidence. CDE calls this a monitoring plan. This data examination generally falls into major areas: Child Find, LRE, IEP, Qualified Staff, Outcomes, and Compliance history/themes.

CDE Onsite Review

Once onsite, CDE utilizes the hypotheses to verify compliance and/or noncompliance in conjunction with evidence gathered through data discussion with administration, Parent/Guardian Input Meeting, Review of CASEMIS student data, and data from student record reviews and CDE review of policies, procedures and forms. The CDE team uses this information as a basis to focus on specific concerns that receive further inquiry through school site classroom visits and interviews with parents, general and special education staff and administrators. It is a **focused monitoring** approach allowing CDE teams to identify trends, verify data and probe more deeply.

CDE Post Review

After CDE staff input findings from all methods of verification, a post-review staff meeting occurs. This meeting reviews each finding for accuracy, thoroughness, and reliability and compliance determination. Both student level and systemic level noncompliance findings are determined with accompanying corrective actions developed by the team lead according to CDE procedures.

A final report is prepared and provided to the district Superintendent and appropriate parties. CDE tracks and follows up on each noncompliant finding including review of required evidence received from the district and an onsite review to ascertain that all noncompliance has been corrected and does not recur. Technical assistance is offered and provided by CDE.

Corrective actions for the first verification review have generally required, at a minimum, that the district correct noncompliance through review of policies & procedures; notification of staff of the noncompliance and correction expected according to legal requirements; training for staff and other appropriate individuals regarding the policies and procedures; and provide CDE a list with student names and parent contacts for students who recently went through the activity (i.e. initial assessment). CDE used this list of students for follow up record review and interviews in addition to other follow up monitoring (evidence gathering) to document correction of noncompliance. For certain allegations of noncompliance (i.e. students not receiving services), corrective actions were applied for immediate correction and evidence required from the district demonstrating correction. Due dates were imposed by CDE for all activities required of the LEA to ensure that corrective actions were addressed for both student and individual findings of noncompliance.

However, CDE is continuing improvement regarding corrective actions. Through technical assistance from OSEP, CDE's own learning, districts and other outside sources, CDE will be developing more explicit policy and procedures in this area. Preliminary discussions have already begun. Once developed, training for CDE staff will occur.

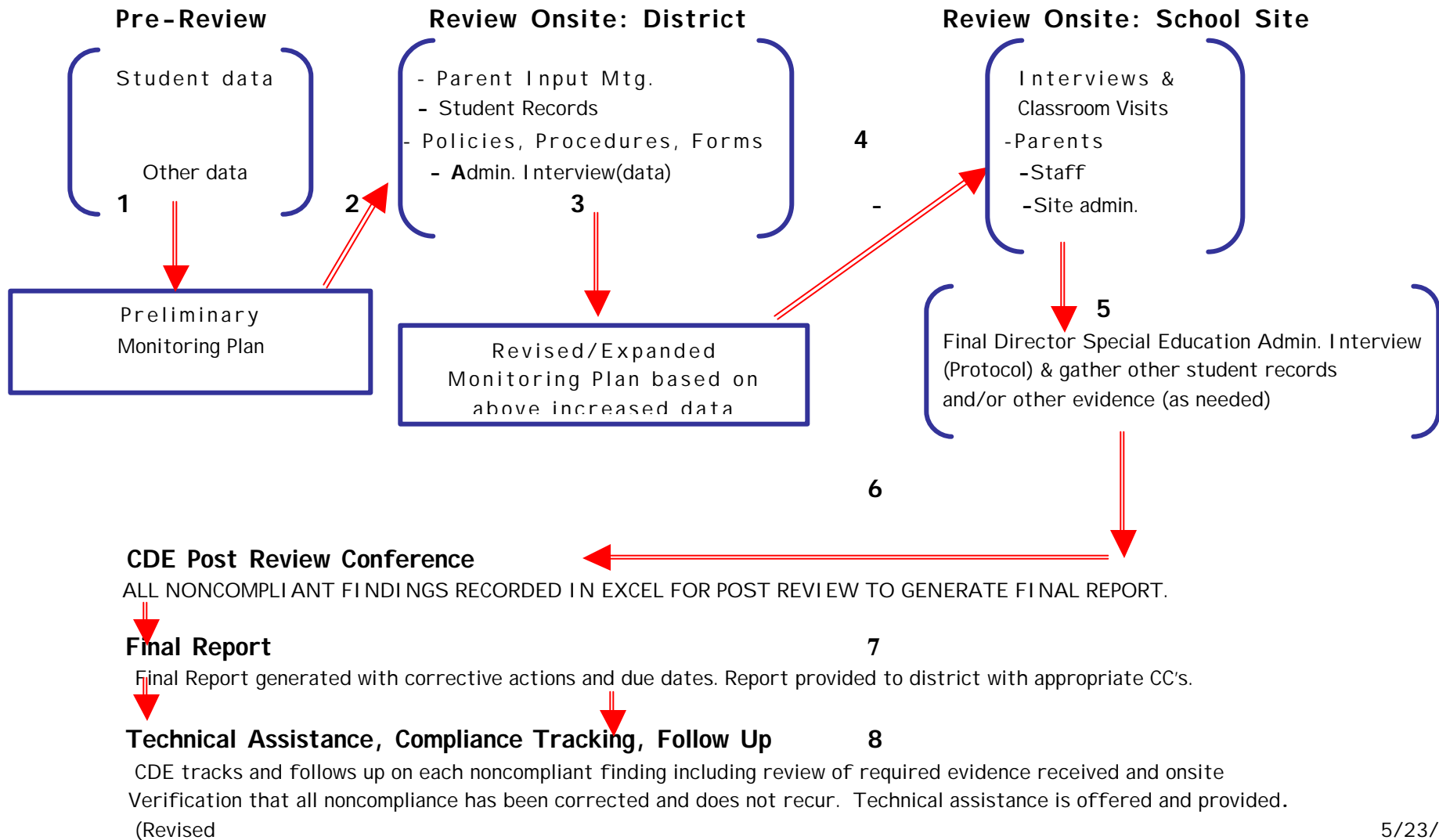
Current discussion regarding various procedural concepts around corrective actions include that corrective actions:

1. Result in behavior change
2. Demonstrate evidence of change vs. evidence of effort
3. Expect immediate cessation of the violation
4. Provide specific timelines for correcting the violation
5. Provide demonstrable evidence that eliminates the past effects of the violation
6. Prevent the recurrence of the violation
7. Provide sufficient documentation to prove the implementation of the corrective action
8. Results are verifiable by CDE.

CDE has most of these concepts above in place currently. Our improvement process will continue to provide training and technical assistance internally to ensure that corrective actions are explicit vs. implicit. Most importantly, preliminary data is demonstrating correction by districts. The verification review model and technical assistance by CDE with districts provides clarity and understanding for areas requiring correction.

The following page provides a schematic of the CDE process using data before, during, and after the Verification Review.

GRAPHIC: DATA INTEGRATION & CDE MONITORING PLAN



- c. Has issued final reports to all of the school districts that received a verification review during the 1999-2000 school year, and, where CDE has found noncompliance, required the district to take prompt and effective action to correct the noncompliance;

June 8, 2001 CDE Response: Special Condition Met

CDE issued final reports to all of the school districts that received a verification review during the 1999-2000 school year. CDE reviewed fifty-four school districts in 1999-2000. All school districts reviewed received a written report by CDE that required all noncompliance to be corrected promptly and effectively at a student and systemic level.

Reports were provided to the following districts:

54 Districts -Verification Review 1999-2000

| | |
|----------------------------|---------------------------|
| Sweetwater UHSD | San Juan USD |
| San Diego City | Encinitas Union Elem. |
| Lynwood USD | Pajaro Valley Joint Elem. |
| Antelope Valley UHSD | Hayward USD |
| Fremont USD | Greenfield Union Elem. |
| W. Contra Costa USD | Alum Rock Elem. |
| Garden Grove USD | Pittsburg USD |
| Modesto Elementary | Centinella Valley USD |
| Norwalk La Mirada USD | Brawley Union HSD |
| Fairfield Suisun USD | North Sacramento Elem. |
| Fairfield Suisun USD | Mendota USD |
| Saddleback Valley USD | William S. Hart UHSD |
| Holtville USD | Redlands USD |
| Mt. Diablo USD | Perris Union HSD |
| San Francisco USD | San Ysidro Elem. |
| LAUSD (Hamilton/Palisades) | Antioch USD |
| Santa Barbara Elem. | CYA- Ventura School |
| Oakland USD | LA Co.Court Schools |
| Sacramento City USD | Capistrano USD |
| Compton USD | San Pasqual USD |
| Poway USD | Alvord USD |
| Escondido Union Elem. | Enterprise USD |
| Alameda USD | Napa State Hospital |
| McKinleyville Union Elem. | Long Beach USD |
| Santa Cruz City HSD | |
| Alisal Union Elem. | |
| Salinas City Elem. | |
| Chula Vista Elem. | |
| ABC USD | |
| Lowell Joint Elem. | |

- d. Has, during the 2000-2001 school year, conducted at least 55-65 verification reviews, and issued final reports to the districts reviewed;

June 8, 2001 CDE Response: Special Condition Met

CDE conducted fifty-five (55) verification reviews in the 2000-2001 school year. CDE issues a verification review report to districts upon completion of all data entry of noncompliant findings, analyzes the data, and generates a report that includes student and systemic findings of noncompliance with corrective actions and accompanying due dates to CDE. CDE's goal is to provide the verification review reports to districts within 60-90 days post verification review. Preliminary noncompliant findings and corrective actions and due dates to be submitted to CDE are often provided (in draft) and discussed with districts before the formal report to expedite prompt and effective correction.

55 Districts -Verification Review 2000-2001

| | |
|----------------------------|--------------------------|
| Alhambra City Elem | Marysville Joint Unif |
| Atascadero Unif | Montebello Unif |
| Berryessa Union Elem | Moreno Valley Unif |
| Cajon Valley Union Elem | Napa Valley Unif |
| Ceres Unif | Oceanside City Unif |
| Clovis Unif | Ontario-Montclair Elem |
| Colton Joint Unif | Oroville City Elem |
| Conejo Valley Unif | Panama Buena Vista |
| Cupertino Union Elem | Pasadena Unif |
| Del Norte County Unif | Plumas Unif |
| Desert Sands Unif | Pomona Unif |
| Downey Unif | Porterville Unif |
| Elk Grove Unif | Ravenswood City Elem |
| Eureka City Unif | San Bernardino City Unif |
| Fresno Unif | San Jose Unif |
| Fullerton Joint Union High | San Ramon Valley Unif |
| Glendale Unif | Santa Ana Unif |
| Grass Valley Elem | Santa Rosa Elem |
| Jefferson Elem | Sierra Sands Unif |
| Kern Union High | Tahoe-Truckee Unif |
| Kings Canyon Joint Unif | Turlock Joint Elem |
| Le Grand Union High | Tustin Unif |
| Lodi Unif | Ukiah Unif |
| Los Angeles Unif | Vallejo City Unif |
| Lucia Mar Unif | Yuba City Unif |
| Madera Unif | |
| Manteca Unif | |
| Marysville Joint Unif | |

- e. Has consistently and effectively implemented a systematic process to determine whether districts have corrected and prevented the recurrence of noncompliance, including ensuring that children receive needed services in the least restrictive environment;

June 8, 2001 CDE Response: Special Condition Partially Met

CDE's Quality Assurance Process (QAP) utilizes a variety of methods and sources of information that is consistently and effectively implemented in a **systematic process** to determine correction and prevention of the recurrence of noncompliance. These methods and sources of information provide CDE means to ensure both correction and prevention of noncompliance plus ensuring that children receive needed services.

Within the past 4 years, CDE, Special Education Division, has:

- Reorganized the entire division to accomplish new methods of monitoring;
- Developed and improved the capacity to effectively use data;
- Recruited and trained, in large part, a new group of professionals;
- Developed a new monitoring process (Verification Review and Self Review)
- Developed an effective method to involve parents in the new process of monitoring

Each QAP component is briefly described below.

As part of the **Verification process**, CDE imposes corrective actions and reviews all evidence submitted by the district in required corrective actions as well as conducts an onsite follow up review with similar sampling size and monitoring techniques to determine that noncompliance has been corrected and compliance maintained. In the 2000-2001 school year, CDE conducted 54 onsite follow up reviews for the districts that received a verification review in 1999-2000 in addition to conducting the 4-5 day onsite verification reviews for the new 55 selected districts of 2000-2001. This process for 2000-2001 demonstrates a consistent and effective systematic process to determine whether districts have corrected and prevented the recurrence of noncompliance.

CDE also uses reliable and available data at the state level to determine whether districts have corrected and prevented the recurrence of noncompliance and that children receive needed services in the least restrictive environment. CDE conducts data analysis with **CASEMIS data**. Effective examples include CDE's monitoring of annual IEPs and three-year reevaluations and other **Key Performance Indicators** (LRE), Participation in State assessments, etc. and compliance complaint data. Trends of issues, noncompliance, compliance, and improvement can be assessed over time. For example, CDE has used CASEMIS information to effectively correct and prevent noncompliance regarding three-year reevaluations and annual IEPs.

In addition, **Local plans**, cyclical in review (4 years until 2003) offer critical information as draft data is reviewed by CDE and corrected by the SELPA provide a foundation of issues identified and corrected. This CDE review and correction required is a foundational to statewide compliance and ensuring IDEA is implemented. In aggregate, Local Plans, submitted by Special Education Local Plan Areas (SELPAs), cover every school district in the state. Therefore, Local Plan policies, procedures, assurances, and all required information necessary under IDEA and state laws and regulations are a critical element to correct and ensure IDEAs implementation.

Due process decisions and analysis of both substantive and procedural issues including correction (if decided by the hearing officer) offers information on possible trends, issues, compliance and noncompliance occurring in a district and the special education and services provided to students with disabilities.

The **compliance complaint** process imposes corrective actions and CDE reviews all evidence submitted to ensure compliance as required in the final report of findings to the public education agency. This data also provides CDE information regarding procedural issues offers information on possible trends, issues, compliance and noncompliance occurring in a district and the special education and services provided to students with disabilities. CDE's monitoring of each finding of noncompliance requires ensuring that all procedural and substantive issues are resolved in a timely manner that ensures that students receive the special education and services

The critical work of CDE's **Procedural Safeguards and Referral Service (PSRS)** provides technical assistance and information to any caller on the 800 toll free line including explanation and information regarding procedural safeguards. PSRS also conducts the timely intake of written complaints and forwards to Complaints Management and Mediation (CMM) for complaint investigation and final report within 60 days. As important, PSRS provides preventative conflict resolution by alerting school districts immediately (with caller consent) about potential issues and needs of students. This service promotes immediate correction and the prevention of the recurrence of noncompliance, including ensuring that children receive needed services in the least restrictive environment. Data from PSRS has been an important source of data to both CDE, public education agencies, and interested parties.

Previous CCR Validation review information and CCR self-review information is also an important source of information and provides CDE with areas of previously identified noncompliance and correction by the district. With the newly developed CCR self review process (due to CDE July 1, 2001), CDE expects to have data at the student, site and district level that demonstrates both identification and correction of noncompliance. This new process provides school sites and districts a comprehensive means to examine their own data to ensure correction as well as maintain compliant practices including ensuring students receive special education programs and services in the least restrictive environment.

Lastly, for CDE, the analysis, understanding and "triangulation" of the available data from any QAP information component and other available data, provides CDE an objective means to assess correction and prevention of noncompliance and ensuring that students receive special education and related services in the least restrictive environment.

CDE has provided OSEP information in previous reports of January 10, 2001 and April 18, 2001 regarding findings of noncompliance, corrective actions, CDE activities with districts, and status of compliance/date as a result of CDE follow up. These reports provided OSEP the required information on selected districts, including QAP information, to the degree data was available, demonstrating in general, overall compliance improvement as part of CDE's follow up review of noncompliant findings found during the district's 1999-2000 Verification review.

- f. Takes effective enforcement actions where necessary to ensure compliance; and

June 8, 2001 CDE Response: Special Condition Met

CDE provided OSEP required information in previous reports of January 10, 2001 and April 18, 2001 demonstrating various enforcement activities including technical assistance to school districts.

CDE has held several discussions with OSEP regarding specific districts that demonstrate continuous systemic noncompliance and/or have difficulty in maintaining compliance. Significant enforcement activities, such as a writ of mandate in a court of competent jurisdiction, have been imposed by CDE when all efforts of technical assistance and continuous CDE monitoring have not remedied district noncompliance. Writ of mandate and other enforcement activities such as the local school board hearing, ordering reimbursement or compensatory services as well as technical assistance have corrected noncompliance and ensured that students with disabilities receive FAPE. CDE can and will impose other sanctions, when, and if, other less intrusive enforcement activities have failed to correct noncompliance or the district cannot demonstrate compliance improvement and maintenance.

CDE as a total organization, is discussing and determining the various sanction policies, procedures and protocols needed across all educational areas. This continuous improvement work as a State Education Agency is becoming enhanced and built into our system so that CDE clearly articulates and demonstrates enforcement as the “last resort” when a school system cannot or will not demonstrate a system-wide capacity to ensure compliance and the educational benefit of IDEA. The key phrase for enforcement is...CDE will take enforcement actions, **when necessary**.

It is also CDE's role to provide training and technical assistance, dissemination of information, promising/preferred practices based upon research, to assist public education agencies in carrying out and implement compliant and educationally beneficial special education and related services for students in the least restrictive environment. These efforts often correct noncompliance and build local capacity to ensure both the intent, requirements, and educational benefit inherent in IDEA.

CDE continues to follow up and monitor each and every area of noncompliance ensure correction in any QAP component.

- g. Has corrected the noncompliance previously identified by Office of Special Education Programs (OSEP), including, OSEP's findings that public agencies did not:
 - i. Provide the related services that students with disabilities needed to benefit from special education, including psychological counseling, and speech, occupational, and physical therapy;
 - ii. Educate children with disabilities in the least restrictive environment, including providing needed supplementary aids and services and not removing children from the regular education environment unless the nature and severity of their disability was such that education in regular classes could not be achieved satisfactorily with the use of supplementary aids and services;
 - iii. Ensure that the IEP for each child with a disability was reviewed, and if appropriate revised, at least annually;

- iv. Ensure that an evaluation was conducted for each child with a disability at least once every three years;
- v. Ensure that beginning no later than age 16, the IEP for each child with a disability included a statement of needed transition services that met Part B requirements; and
- vi. Ensure that if the consideration of needed transition services was a purpose of an IEP meeting, the notice to the parents of such meeting informed them of that purpose, and that the agency would invite the student and a representative of any agency that was likely to be responsible for providing or paying for needed transition services.

June 8, 2001 CDE Response: To Be Determined

For this June 8, 2001 report, partial data is provided regarding the 22 selected districts as not all data is available to adequately address this special condition. CDE's monitoring procedures in the verification review are specifically designed to address all special conditions requirements including, but not limited to, probe interviews into IEP team decision making and district accountability in providing: related services, psychological counseling, and LRE including the use of supplementary aids and services, and Secondary Transition.

In addition, the 2000-2001 revised CCR self-reviews are due to CDE by July 1, 2001 and data is not available for this report. Each school district is required to submit to CDE data regarding IEP Implementation and Service Data in the areas of supplementary aids and services, related services, psychological counseling and transition (students age 16-IEP transition services language, IEP notice). This data will be especially helpful to determine compliance and noncompliance and correction at the student, site, and district level regarding these critical areas.

- 2. By June 1, 2001, CDE will demonstrate that it has revised each of the components of its integrated monitoring system (QAP) (i.e., CCR/self-review, focused monitoring including verification reviews, local plan review, and complaint management), so that they are effective in promptly, accurately and comprehensively identifying and correcting noncompliance.
 - a. To the extent that CDE continues to utilize CCR self-review as one of the primary components of its new integrated monitoring system (QAP), CDE must review and where necessary, revise the process to ensure that:
 - i. the self-review checklist covers all federal requirements, including the requirements of the 1997 amendments to the IDEA as set out in the 1999 final regulations;
 - ii. the records reviewed are selected by a stratified random sample that will enable the district to examine compliance across all disabilities and all requirements;
 - iii. districts are thorough and accurate in their self-review;
 - iv. the self-review data and data from other QAP sources are integrated in a meaningful and demonstrable way to identify and correct noncompliance; and
 - v. on an ongoing basis, CDE assesses the accuracy, thoroughness, reliability and validity of the process, assesses its impact on services to children with disabilities, and makes any necessary changes.

June 8, 2001 CDE Response: Special Condition Met

CDE revised the CCR self-review process for the 2000-2001 year to incorporate the required special conditions above. All materials have been updated to IDEA 1997 and 1999 regulations. CDE

reformatted and revised the materials to contain: item number, compliance test, compliance standard, guidance, legal citations, compliance status (compliant, noncompliant, not applicable) and findings.

Records reviewed are selected by a stratified random sample that will enable the district to examine compliance across all disabilities and all requirements, CDE has required that each **SCHOOL SITE** conduct a review of 20 student records (or up to 20 records if serving less than 20 identified students). Each school site is expected to review, report and correct each finding of noncompliance at both a student and systemic site level. This information is forwarded and analyzed by the district office.

In 2000-2001, CCR self-review at the **DISTRICT LEVEL**, CDE requires the district to review specific and targeted student records to ensure compliance with specific aspects required under IDEA or state laws and regulations (e.g. infants and toddlers, preschool children with disabilities; students with disabilities who have been suspended/expelled; students who are African American, students with low incidence disabilities, students newly assessed and identified, interim placements, students placed in NonPublic Schools, etc.)

The district will review, report and correct all findings of student and systemic noncompliance in these specific areas of the student record review as well as forward/synthesize the student and systemic site data including student, site and district level to CDE.

In 2000-2001, CDE added a new process for CCR self-review at the **DISTRICT LEVEL** in which CDE requires that each school district conduct at least one **Focus Group** of parents of identified students representing all disabilities and district programs. The focus group inquires into the 5 OSEP identified areas as well as transition from infant to preschool programs and preschool program to K/1st grade, and student outcomes. Districts are required to report findings of strengths, weaknesses, areas of noncompliance and areas for improvement. Any area of noncompliance requires corrective action(s) with due dates and evidence demonstrating correction. The district will review, report and correct all findings of noncompliance in these IDEA and state specific areas and forward to CDE.

In 2000-2001, CDE added another new process for CCR self-review at the **DISTRICT LEVEL** called **IEP Implementation and Service Data**. In this process, the district reviews and reports data of students who are receiving these services and students who are not receiving these. The district will review, report and correct all findings of noncompliance in these IDEA and state specific areas including providing CDE with evidence demonstrating correction and date corrected and forward to CDE. This self review process addresses the 5 OSEP areas: related services, psychological services, supplementary aids and services/LRE, transition services (age 16 and older) and transition notice of IEP meetings informing parents/students about the purpose and who will be attending.

These methods ensure CDE that districts are thorough and accurate in their self-review. The data reported specifically requires student, site and district levels of reporting, correction and evidence demonstrating correction. This ensures that the self-review data and data from other CDE QAP sources can be integrated in a meaningful and demonstrable way to identify and correct noncompliance. The CCR self-review provides CDE with an accurate, thorough, reliable and valid process to assess local district compliance with IDEA and the impact on services to children with disabilities.

Just as importantly, CDE developed this new process to provide local school sites and districts baseline data regarding IDEA compliance and their implementation and impact on services to children with disabilities. It is anticipated that this data informed and intense approach will also assist school site personnel and district personnel in strategically targeting resources for correction, program improvement, and in maintaining compliance and beneficial special education programs and services for students with disabilities. It is important to know what is working well versus a self-review “deficit” model only.

Determination of the effectiveness of this new process is premature as data is not required to be submitted to CDE until July 1, 2001.

The self-review process information is also on CDE web site at <http://cde.ca.gov/spbranch/sed> in the Quality Assurance Process section.

CDE provides ongoing meetings, training, internal and external feedback to continuously assess the accuracy, thoroughness, reliability and validity of the self-review process, assessing the impact on services to children and making necessary changes based on a data informed system for continuous improvement. CDE will have data available after July 1, 2001 from approximately 268 school districts that conducted a self-review. After CDE reviews, analyses and inputs data during the summer months, CDE expects to have a further enhanced level of data that requires both district and school site compliance accountability with IDEA.

- b. CDE must review and, where necessary, revise the verification review process to ensure that:
 - i. Any verification review documents include all of the Part B requirements, including the requirements of the 1997 amendments to the IDEA as set out in the 1999 final regulations;
 - ii. the records reviewed are selected by a stratified random sample that will enable the district to examine compliance across all disabilities and all requirements;
 - iii. there is adequate training for CDE staff and others that implement the review process;
 - iv. there is consistency in the accuracy and thoroughness of reviews and findings;
 - v. the verification process includes an interview component that, at a minimum, probes compliance at the district-level regarding violations raised in OSEP’s 1996 and 1999 monitoring reports, and June 21, 2000 correspondence on the status of the corrective action plan (for example the interviews would need to probe the decision-making process for determining whether supplementary aids and services are available and offered to ensure placement in the least restrictive environment, and whether psychological counseling is provided pursuant to a child’s IEP rather than a mere referral to Community Mental Health);
 - vi. the verification process data and data from other QAP sources are integrated in a meaningful and demonstrable way;
 - vii. CDE provides each district with a monitoring report that clearly and specifically describes each finding of noncompliance;
 - viii. the verification process results in corrective actions that are both prescriptive and effective at correcting noncompliance; and
 - ix. on an ongoing basis, CDE assesses the accuracy, thoroughness, reliability and validity of the process, assesses its impact on services to children with disabilities, and makes any necessary changes.

June 8, 2001 CDE Response: Special Condition Met

CDE revised the Verification Review process for the 2000-2001 year to incorporate the required special conditions above. CDE provided this information to OSEP on December 20, 2000 as required.

CDE reformatted and revised the student record review and local policies, procedures and forms materials to contain: item number, compliance test, compliance standard, guidance, legal citations, compliance status (compliant, noncompliant, not applicable) and findings.

Interview protocols were developed and contain item number, interview questions and probes, and compliance tests that correlate with requirements of 1997 IDEA and accompany regulations of 1999 and state laws and regulations.

In 2000-2001, CDE Monitoring methods utilized in the onsite Verification Review process include:

- Review of data provided to CDE regarding Key Performance Indicators (KPIs), other student level data, QAP data
- Review of accuracy of data reported to the state through IEP review;
- Review of student IEPs for compliance;
- Review of local policies, procedures and forms for compliance;
- Parent Input Meeting to gather information on the districts special education programs and services (strengths, weaknesses are areas of compliance/noncompliance with IDEA;
- Onsite visits to classrooms for selected students;
- Onsite interviews with parents, staff (general and special education teachers, administrators, and related service providers) for IEP implementation; and
- Onsite probe interviews with parents, staff (general and special education teachers, administrators, and related service providers) for data collection in the 5 areas of special conditions (related services, psychological counseling, transition and LRE) regarding local practices in implementing these IDEA requirements.
- Review of any other data necessary to determine compliance/noncompliance

The records reviewed are selected by a stratified random sample that enables CDE to examine compliance across all disabilities and all requirements. CDE utilizes a CASEMIS generated randomized sample of student records for a “record pull” on the first day of the Verification Review. In addition, CDE requests additional student records for special populations to monitor other Federal and State Requirements.

To ensure consistency in the accuracy and thoroughness of reviews and findings, CDE provides and continues to provide adequate training for CDE staff and others that implement the verification review process. CDE provides ongoing meetings and training with FMTA personnel. In addition to formal training, new CDE staff continuously accompany experienced CDE staff in reviews to gain knowledge and skills in the Verification Review process.

To further ensure consistency in the accuracy and thoroughness of reviews and findings, CDE began the pre-review meeting and post-review meeting process in 2000-2001. While the pre-review covers logistics and data review, including setting hypotheses for further inquiry of each district, the post-review is designed to analyze all findings to ensure the accuracy and

thoroughness of findings. The post review process keeps consistency in reporting and leads to appropriate and timely corrective actions necessary to correct any finding of noncompliance.

CDE verification review data and data from other QAP sources are integrated in a meaningful and demonstrable way through the pre-review meeting, verification review and data collection, and post review meeting.

CDE's monitoring reports to each district clearly and specifically describe each finding of noncompliance, legal requirement, corrective actions that are both prescriptive and effective at correcting noncompliance and due dates. This includes both student level and systemic level data for correction of noncompliant findings.

CDE provides ongoing meetings with FMTA personnel, training, internal and external feedback, pre and post reviews in addition to data analysis from various sources including QAP information to continuously assess the accuracy, thoroughness, reliability and validity of the process, assessing the impact on services to children and making necessary changes based on a data informed system for continuous improvement.

- c. To the extent that CDE continues to utilize the local plan review as one of the primary components of its new integrated monitoring system (QAP)¹, CDE must review and, where necessary, revise the process to ensure that:
 - i. the local plan checklist covers all federal requirements, including the requirements of the 1997 amendments to the IDEA as set out in the 1999 final regulations;
 - ii. where there are district level plans and/or policies and procedures that are not part of the local plan, ensure that those plans, policies, and procedures also are in compliance with federal requirements;
 - iii. the local plan data and data from other QAP sources are integrated in a meaningful and demonstrable way;
 - iv. if CDE finds through the local plan review process that a public agency is not complying with Part B requirements, it requires the public agency to take corrective action that is effective in correcting the noncompliance; and
 - v. on an ongoing basis, CDE assesses the accuracy, thoroughness, reliability and validity of the process, assesses its impact on services to children with disabilities, and makes any necessary changes.

June 8, 2001 CDE Response: Special Condition Met

CDE provided OSEP a copy of its local plan review guide during OSEP's April 2000 visit to California. As required in 34 CFR §§ 300.121-300.156 and 34 CFR §300.221-300.250, CDE will only provide a Part B subgrant to a public educational agency when CDE ensures that the public agency has on file with CDE current policies, procedures, and eligibility documents that are consistent with the State policies and procedures meeting federal and state requirements.

¹ Regardless of whether CDE chooses to continue to utilize local plan review as a primary component of its monitoring system, before CDE may make a Part B subgrant to a public agency, it must ensure that the public agency has on file with CDE current policies, procedures, and eligibility documents that are consistent with the State policies and procedures established under 34 CFR §§ 300.121-300.156, and that meet the requirements of 34 CFR §300.221-300.250.

CDE has reviewed information provided by OSEP regarding the local plan review guide and is taking those comments under consideration as we move forward in this component of the QAP.

California Education Code requires that each local plan provide both information and assurances to meet IDEA requirements. CDE has by both federal and state authority to ensure that public agencies (SELPA Local Plan) has on file with CDE current policies, procedures, and eligibility documents that are consistent with the State policies and procedures meeting federal and state requirements.

Where there are district level plans, policies, and procedures that are not part of the local plan, CDE ensures that those plans, policies, and procedures also are in compliance with federal requirements. Monitoring of local policies and procedures are one method used in CDE's verification review process to ensure that 1997 amendments to the IDEA as set out in the 1999 final regulations are implemented. Both local plan data submitted, reviewed and approved by CDE and CDE's review of local district policies and procedures during a verification review assist CDE to identify and require effective corrective actions to correct noncompliance.

As discussed with OSEP in the past and during June 4-7, 2001, and the passage of AB 602 and accompanying education code requirements, local plans must not only ensure compliance and implementation with IDEA, but also provide a budget plan and annual service delivery plan. Full implementation of these changes will be in place by 2003. CDE requests that OSEP review 30 EC 56836.03 - Revised local plans; Transition Guidelines; Division of local plan Areas.

For **reference**, please refer to the end of this report for **selected** required components the Local Plan and other monitoring or evaluation activities described in the California Education Code. (For complete local plan requirements, please refer to CDE's web site <http://cde/ca.gov/spbranch/sed> or the written Composite of Laws provided to OSEP).

CDE is currently hiring an individual (consultant position) to provide the oversight, training, and technical assistance for this important area (Local Plan). This consultant's responsibilities will further enhance the strength of the Quality Assurance Process for both the Division's effectiveness in monitoring as well as ensure the continuing local accountability for compliance and educational benefit required in IDEA as required in the Local Plan...an eligibility document provided to CDE for SELPAs and school districts to receive funding.

As in all QAP components, CDE provides ongoing meetings, training, internal and external feedback to continuously assess the accuracy, thoroughness, reliability and validity of the process, assessing the impact on services to children and making necessary changes based on a data informed system for continuous improvement. CDE is currently in the process of reviewing drafts and providing comments for correction to be made by SELPAs in Cycle D. CDE staff received training multiple times during this past year to effectively review and provide technical assistance as well as correction required by SELPAs regarding their local plans.

- d. To the extent that CDE continues to utilize the complaint management process as one of the primary components of its new integrated monitoring system QAP)², CDE must review and, where necessary, revise the process to ensure that:

² Regardless of whether CDE chooses to continue to utilize complaint management as a primary component of its monitoring system, CDE must ensure that it resolves complaints consistent with the requirements of 34 CFR §§300.660-300.662.

- i. the complaint management system continues to resolve complaints in a timely manner;
- ii. the complaint data and data from other QAP sources are integrated in a meaningful and demonstrable way;
- iii. if, through the complaint management process, CDE finds that a public agency is not complying with Part B requirements, it requires the public agency to take corrective action that is effective in correcting the noncompliance; and
- iv. on an ongoing basis, CDE assesses the accuracy, thoroughness, reliability and validity of the process, assesses its impact on services to children with disabilities, and makes any necessary changes.

June 8, 2001 CDE Response: Special Condition Met

CDE continues to resolve complaints in a timely manner as evidenced through previous reports to OSEP in 2000 and 2001. Complaint data is an integral QAP component and meaningfully integrated into CDE activities of supervision and monitoring which also includes technical assistance and follow up. All noncompliant findings require corrective action and evidence of correction to CDE. As necessary, CDE provides onsite follow up, including technical assistance, until correction has occurred.

On an ongoing basis, CDE assesses the accuracy, thoroughness, reliability and validity of the process, assesses its impact on services to children with disabilities, and makes any necessary changes. During OSEP's onsite visit to CDE, OSEP was provided information regarding compliance complaints including the Complaints Management and Mediation Unit quality assurance guide.

- e. CDE must ensure that the QAP components are integrated so that:
 - i. data from the various QAP components are readily available to CDE staff; and
 - ii. CDE utilizes data from the various QAP components in determining appropriate corrective actions and enforcement actions.

June 8, 2001 CDE Response: Special Condition Met

As reported above, CDE uses a data informed approach in all interactions with public education agencies including activities of technical assistance, monitoring, and general supervision. During OSEP's January 2001 visit to CDE, OSEP had the opportunity to see and discuss QAP data used by CDE that demonstrated how CDE collects, uses and integrates this information.

Data from the various QAP components are both integrated and available to CDE staff. This data requires intensive inter-division collaborative work. Multiple staff from the Assessment and Evaluation Services (AES) unit, FMTA analysts, Complaints Management and Mediation Unit (CMM), plus consultants from the Office of the Director are the primary staff in generating, collecting, analyzing and coordinating data to ensure that data is readily available for CDE staff. The data informed approach for supervision and monitoring is critical and efficient in determining appropriate corrective actions and enforcement activities.

- f. CDE must ensure that wherever a corrective action is necessary to remedy noncompliance that CDE identifies through any component of the QAP, the requirements for corrective action must be:
 - i. in writing and clear as to the specific legal and factual bases for each finding of noncompliance;

- ii. systemic, where necessary;
- iii. specific, as to the timeline(s) for correction of the noncompliance;
- iv. tracked to ensure that the district has completed each required corrective action; and
- v. verified to ensure that the corrective actions have resulted in compliance, including ensuring that students are receiving all required services and that the noncompliance does not recur.

June 8, 2001 CDE Response: Special Condition Met

All CDE reports contain the above requirements in any QAP component. CDE reports are in writing and provide the specific legal and factual bases for each finding of noncompliance. Systemic noncompliance is reported as necessary. Reports include specific corrective actions, timelines for correction with specific due dates for each item needing correction. CDE tracks all findings of noncompliance to ensure that the district has completed each corrective action.

CDE verifies that corrective actions have resulted in compliance, including that students are receiving all required services and that the noncompliance does not recur. CDE specifically conducts on-site follow up reviews for each verification review to ensure that corrective actions have resulted in compliance, including ensuring that students are receiving all required services and that the noncompliance does not recur. Similarly, onsite reviews may occur for specific compliance complaints, as necessary. On an ongoing basis, CDE consultants provide technical assistance in an ongoing manner to any district, as needed, to correct noncompliance and ensure that noncompliance does not recur.

- g. Before CDE may discontinue one or more of the QAP components or substitute a new component for an existing QAP component, CDE will obtain approval from OSEP. As part of its request for approval, CDE must submit a full description and justification of the proposal including, where appropriate, a description of the proposed new component, all forms, checklists, instructions, or other training material that describes or operationalizes the component, and a description of the methods CDE will use to assess and review the accuracy, thoroughness, reliability and validity of the proposed component.

June 8, 2001 CDE Response: Special Condition Met

CDE has not discontinued any of the QAP components or substituted a new component for an existing component as of this report.

- h. By September 20, 2000, CDE will ensure that it has on file with OSEP a complete and current set of all procedures, forms, checklists, training materials, and other materials that it uses to implement the QAP. In addition, on December 20, 2000, March 20, 2001, and June 20, 2001, CDE will supplement the submission if, in the interim period, CDE has made any additional revisions or if any revisions were required by OSEP.

June 8, 2001 CDE Response: Special Condition Met

Once CDE and OSEP agreed upon the FFY 2000-2001 Special Conditions, CDE provided OSEP a complete and current set of all procedures, forms, checklists, training materials, and other materials that it uses to implement the QAP on December 20, 2000.

- i. Regarding each of the 22 districts listed at I.A.4.c, CDE will conduct data collection that is no less reliable or valid than the data collection for the initial verification review, as revised pursuant to special condition I.A.2.b, above. This data collection must include interviews, and random sample document reviews, to determine the extent to which each of the 22 districts listed in I.A.4.c is in compliance with the requirements that:
- i.) students with disabilities receive all the related services included in their most recent IEP;
 - ii.) IEP teams ensure that students who need psychological counseling as part of FAPE receive it and that: a) districts do not have a practice of not listing these services on IEPs, or b) of advising parents that they
 - a. can only seek these services through Community Mental Health
 - b. Services;
 - iii.) eligible students IEPs include statements of needed transition services;
 - iv.) parents receive required transition related information before attending IEP meetings; and
 - v.) children with disabilities are placed in the least restrictive environment and not in more restrictive environments because IEP teams do not determine the supplementary aids and services needed by each student, or the needed supplementary aids and services are not included in a student's IEP.

In addition, for each of the of the 22 districts listed at I.A.4.c, CDE will conduct parent outreach activities to ensure that parents understand the Part B State complaint procedures and the compliance issues addressed by these special conditions. For the 15 of these districts in which CDE conducted a verification review during the 1999-2000 school year, these outreach activities will include collaboration with the appropriate Parent Training and Information Center.

June 8, 2001 CDE Response: Partially Completed

CDE 's primary focus is to ensure both the identification and correction of identified noncompliance as required of CDE and the FFY 2000-2001 Special Conditions. CDE FMTA staff has focused their efforts in intense verification reviews and verification review follow up (1999-2000). Both processes require data input, analysis, and reporting. Because of these efforts, all data is not available as of this June 8, 2001 report.

To the degree possible, CDE has provided OSEP specific data on the 22 districts. CDE will provide OSEP a supplementary report on or before July 15, 2001 with the remaining required information on all selected districts. This will allow OSEP to receive accurate and thorough data for both districts reviewed last year and new districts reviewed this year.

Beginning in January 2001 upon agreement of the FFY Special Conditions 2000-2001, CDE included information in the Verification Review, Parent Input Session. Each Parent Input meeting provides parents with a listing of resources, including CDE procedural safeguards telephone number, Parent Training Information Center, Early Childhood Special Education Resources, and other local resources. The CDE facilitator of the Parent Meeting briefly describes the Compliance Complaint procedure prior to proceeding into the Parent Meeting input. This information was provided in 45 of the 55 Verification Reviews conducted in the 2000-2001 school year.

3. As soon as possible, but no later than November 9, 2000, CDE will submit to OSEP, by mail and by facsimile transmission, a complete list of at least 55-65 school districts that will receive a special education verification review and monitoring report during the 2000-2001 school year. CDE will also submit an explanation of how it selected each district.

June 8, 2001 CDE Response: Special Condition Met

CDE provided OSEP by mail and facsimile on November 9, 2000, a complete list of the 55-65 school districts to receive a verification review and an explanation of how it selected each district. Twenty (20) percent of the districts were selected on Key Performance Indicators and eighty (80) percent were randomly selected.

4. CDE must ensure that for each of the 22 districts set out below, in I.A.4.c:
 - a. for items I.A.4.d.i through v, the Department receive two reports from the State:
 - i. one report on or before January 10, 2001, that includes the information required by special conditions I.A.4.d.i.-v., as current through November 30, 2000; and
 - ii. one report on or before April 18, 2001 that includes the information required by special conditions I.A.4.d.i.-v., as current through March 15, 2001; and

June 8, 2001 CDE Response: Special Condition Met

CDE provided required reports and information to OSEP to the degree data was available, on January 10, 2001 and April 18, 2001 regarding the above data. Additional data is provided in this report of June 8, 2001. It is anticipated that CDE will provide the remaining data on the 22 districts to OSEP on or before July 15, 2001.

- b. for items I.A.4.e.i and ii, the Department receive two reports from the State:
 - i. on or before January 12, 2001 a report from the State that includes the information required by special conditions I.A.4.e.i and ii and that is based upon the CASEMIS data submitted to CDE by districts on or about December 1, 2000; and
 - ii. as soon as possible after June 30, 2001 but not later than August 10, 2001, a report from the State that includes the information required by special conditions I.A.4.e.i and ii and that is based upon the CASEMIS data submitted to CDE by districts on or about June 30, 2001.

***June 8, 2001 CDE Response: Special Condition Met**

CDE provided required reports and information to OSEP on January 10, 2001 and April 18, 2001. These reports included information on the 22 selected districts regarding the number of students with disabilities with overdue three-year reevaluations and students with overdue annual IEPs. Data submitted included CASEMIS data from June 30, 2000 and December 1, 2000.

*It is projected that CDE can submit June 30, 2001 CASEMIS data to OSEP approximately by September 1, 2001. Data is not submitted to CDE from the field until August 1, 2001.

- c. The districts regarding which CDE must submit compliance information must include: Antelope Valley Union High School District, Santa Barbara City Elementary School District, San Diego City Unified School District (USD), West Contra Costa USD, Fairfield-Suisun USD, Holtville USD, Los Angeles USD, Mt. Diablo USD, San Francisco USD, San Pasqual USD, Oakland USD, Sacramento City USD, Compton USD, East Palo Alto/Ravenswood USD,

Lynnwood USD, Norwalk LaMirada USD, Cajon Valley Union Elementary, Conejo Valley USD, Del Norte County USD, Etiwanda Elementary, Pomona USD, and Fresno USD.

- d. CDE must, as part of each report, submit the following information in the following order:
- i. a copy of any CDE report setting forth its findings from the verification review (or, if the report has not yet been completed, a projected date for completion of the report);
 - ii. a detailed summary of CDE's finding(s) made through any other component of the Quality Assurance Process and the date of the finding(s);
 - iii. for each of the findings that CDE makes through the QAP, a detailed summary of any and all prior finding(s) of noncompliance, that CDE made during the 1997-98, 1998-99, or 1999-2000 school years, with the same requirement(s) in that district;
 - iv. for each of the findings identified in the documentation submitted pursuant to d.i and d.ii, above: (1) the required corrective actions, including specific activities and timelines, for each finding of noncompliance (both findings in the current verification review report and prior findings); (2) the current status of the corrective action(s) and of compliance, including whether children are receiving needed services and any evidence from parents that corrective action has occurred; and (3) the specific additional actions that CDE has taken or will take, such as follow-up data collection, technical assistance, and sanctions, to secure compliance/correction, and the date on which CDE took or by which CDE will take each such action;
 - v. to the extent not already included in I.A.4.d.i through iv., above, specific district data, including follow-up data as described in I.A.2.i and the State's determination regarding the extent of the district's compliance with the requirements that:
 - 1) students with disabilities receive all the related services included in their most recent IEP;
 - 2) IEP teams ensure that students who need psychological counseling as part of FAPE receive it and that: a) districts do not have a practice of not listing these services on IEPs, or b) of advising parents that they can only seek these services through Community Mental Health Services;
 - 3) eligible students IEP's include statements of needed transition services;
 - 4) parents receive required transition related information before attending IEP meetings; and
 - 5) children with disabilities are placed in the least restrictive environment and not in more restrictive environments because IEP teams do not consider supplementary aids and services

June 8, 2001 CDE Response: Partially Completed

For this June 8, 2001 report, CDE provides updated compliance information to OSEP based upon available data for the 22 districts.

| District | Type | Special Conditions Completed | Reported to OSEP | Report Status & Projected Rpt.Date |
|-----------------------|-------------|-------------------------------------|-------------------------|-----------------------------------------------|
| Antelope Valley UHSD | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| Cajon Valley Union SD | New | All | 4-18-01 | Special Conditions met |
| Compton USD | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| Conejo Valley USD | New | A. 4.d.i-iv | 4-18-01 | A.4.d i. and v. to OSEP 7-15/01 |
| Del Norte | New | A. 4.d.i-iv | 4-18-01 | A.4.d i. and v. to OSEP 7-15/01 |
| Holtville USD | Follow Up | All | 4-18-01 | Special Conditions met |
| Lynwood USD | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| Fairfield Suisun USD | Follow Up | A. 4.d.i-iv | 4-18-01 Partial | A.4.d v. to OSEP Fall 2001 |
| Fresno USD | New | All | 6-08-01 | Special Conditions met |
| LAUSD (District D) | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| LAUSD (H & I) | New | All | 6-08-01 | Special Conditions met |
| Mt. Diablo USD | Follow Up | All | 6-08-01 | Special Conditions met |
| Norwalk La Mirada USD | Follow Up | All | 6-08-01 | Special Conditions met |
| Oakland USD | Follow Up | All | 6-08-01 | Special Conditions met |
| Pomona USD | New | A. 4.d.i-iv | 4-18-01 | A.4.d i. and v. to OSEP 7-15/01. |
| Ravenswood Elem.SD | New | A. 4.d.i-iv | 4-18-01 | A.4.d i. and v. to OSEP 7-15/01 |
| Sacramento City USD | Follow Up | All | 4-18-01 | Special Conditions met |
| San Pasqual USD | Follow Up | All | 4-18-01 | Special Conditions met |
| Santa Barbara Elem.SD | Follow Up | All | 4-18-01 | Special Conditions met |
| San Diego City USD | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| San Francisco USD | Follow Up | A. 4.d.i-iv | 4-18-01 | A.4.d v. to OSEP 7/15/01 |
| W. Contra Costa | Follow Up | All | 4-18-01 | Special Conditions met |

Summary of Findings: CDE Data Collection-Special Conditions

- ii. To the extent not already included in I.A.4.d.i. through iv, specific district data, including follow-up data (described in I.A.2.1I) and the State's determination regarding the extent of the district's compliance with the requirements that:
 - 1. students with disabilities receive all of the related services set forth in their most recent IEP;
 - 2. IEP teams ensure that students who need psychological counseling as part of FAPE receive it and that: (a) district do not have a practice of not listing these services on IEPs, or b) of advising parents that they can only seek these services through Community Mental Health Services;
 - 3. Eligible students IEP's include statements of needed transition services;
 - 4. Parents receive required transition related information before attending IEP meetings; and
 - 5. Children with disabilities are placed in the least restrictive environment and not in more restrictive environments because IEP teams do not consider supplementary aids and services.

June 8, 2001 CDE Response: Partially Completed

As stated previously, CDE has conducted or is in the process of completing all special conditions data requirements for the 22 selected districts for reporting to OSEP.

As reporting in the previous section CDE has provided required special conditions data to OSEP, to the degree available, in CDE's reports to OSEP of January 10, 2001, April 18, 2001 and this June 8, 2001. These reports included separate district compliance reports in addition to other required data. CDE projects that completion of this special condition will occur in a supplemental report submitted to OSEP on or before July 15, 2001.

For this June 8, 2001 report, CDE provides OSEP the following narrative information that addresses the above 5 areas as required in special conditions I.A.4.d.v. specific district data. Other follow-up data (described in .A.2.1I). is provided in individual district reports to the degree data is currently available. (See Attachments)

SUMMARY OF DATA COLLECTION: OSEP SPECIAL CONDITIONS FFY 2000-2001

| District | CDE Findings-Special Condition Data Reporting Requirement: Students with disabilities receive all of the related services set forth in their most recent IEP (34 CFR 300.350 IEP accountability and 34 CFR 300. 24 Related Services (a)...) | Compliance Status and Date |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Antelope Valley UHSD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Cajon Valley Union Elementary | Service providers were questioned as to how they establish level of service(s) and if students receive services as stated on their IEPs. (LSH, County of Mental Health and New Alternatives, a community based Agency counseling.) Interviews demonstrated that students receive the related services stated in their recent IEP. | Compliant 1-25-01 |
| Compton USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Conejo Valley USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | |
| Del Norte County USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Fairfield Suisun USD | CDE conducted follow up monitoring activities in Fairfield Suisun USD on 5/30-31 & 6/1/01. CDE interviewed 1-SELPA Director, 1-Dir. of LEA Special Ed Program, 3-psychologists, 5-general education teachers, 3-Speech, Language and Hearing Specialists, 1-nurse, 20-special education teachers, and a total of 4-site administrators from Fairfield High School, Ana Kyle Elementary and Oakbridge Elementary Schools. During CDE's monitoring activities, apparent labor problems within the district were occurring which resulted in a teacher strike starting on 6/1/01. Though data has been gathered by CDE for monitoring purposes, interview data is not considered valid at this time. CDE will re-monitor in Fall 2001. | TBD |
| Fresno USD | As identified through interviews with staff and administrators, year round students do not receive services in accordance with their IEPs. Staff particularly stated that the break in service causes a disruption in the educational progress of students with disabilities. This was a district policy. | Noncompliant 3-16-01 |
| Holtville USD | CDE conducted a follow up on site visit on 1-25-01. CDE findings indicate that students receive services as stated on their IEP. This was confirmed through student record selection and follow up interviews with staff, parents, and administrators (site/district). | Compliant 1-25-01 |
| Los Angeles USD | CDE continues to find serious systemic noncompliance regarding the provision of speech and language services for students whose IEP requires this service district-wide. This is based on district self-report, compliance complaint data and follow up onsite interviews with staff, parents and administrators | Noncompliant 3-19-01 and 4/16-27/01 |
| Lynwood USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Norwalk LaMirada USD | From a review of records and follow up interviews with parents, staff and students, evidence gathered demonstrates that all related services appropriate to the student are included in the IEP and the IEP is implemented, including required related services. | Compliant 4--10-01 |
| Mt. Diablo USD | Per CDE follow up onsite monitoring, review of records and interviews with parents and staff, students are not receiving all the related services listed on the IEP. | Noncompliant 5-15-01 |
| Oakland USD | CDE review of student records, site visits, and interviews with parents, district staff and students indicated that all the related services contained in the latest IEP are provided. Special education staff is aware of the various | Compliant 5-17-01 |

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|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| | types of related services and how to access these services when eligible students so required through IEP team decisions. | |
| Pomona USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Ravenswood City Elementary | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Sacramento City USD | CDE review of student records and interviews with parents, staff and administrators indicate that students receive the related services stated on their IEPs. Follow up of district reported data in June of 2000 indicates correction of noncompliance for students not receiving OT and PT. | Compliant 3-13-01 |
| San Diego City USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| San Francisco USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Santa Barbara Elementary SD | CDE selected and reviewed student records and conducted interviews with site staff (general and special education teachers and DIS providers), parents and administrators (site and district level). CDE findings indicate that students receive the services as stated on their IEP. | Compliant 3-9-01 |
| San Pasqual USD | CDE conducted an onsite follow up visit 1/24/01. Review of speech and language provider service logs indicate that some students do not receive services according to their IEP. The district is to monitor and provide documentation to CDE by 3/6/01 to demonstrate correction. CDE to re-verify noncompliance correction by 6-01-01. | Noncompliant 1-24-01 |
| W. Contra Costa USD | CDE review of student records and interviews with parents, staff and administrators indicate that students receive the related services stated on their IEPs. CDE follow up team reviewed selected student records and conducted interviews and viewed any written evidence to determine if these selected students received the related services on their IEP. CDE also conducted in depth probe interviews regarding the district's practices in ensuring that all students receive related services as stated on their IEP. In all processes of follow up, CDE did not find evidence of noncompliance. | Compliant 3-28-01 |
| District | CDE Findings- Special Condition Reporting Requirement: IEP teams ensure that students who need psychological counseling as part of FAPE receive it and that: (a) districts do not have a practice of not listing these services on IEPs, or b) of advising parents that they can only seek these services through Community Mental Health Services (34 CFR 300.13 Free Appropriate Public Education and 34 CFR 300.24 (2) Counseling services) | Compliance Status and Date |
| Antelope Valley UHSD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |

| | | |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Cajon Valley Union Elementary | CDE conducted the verification review on January 18,19,23,24, and 25, 2001. Review of selected student records, follow up interviews and intensive probe interviews indicate that the district provides related services to students as stated on the IEP. There were systemic procedural errors found in that IEP teams do not consistently document the start and end dates of services. | Compliant 1-25-01 |
| Compton USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Conejo Valley USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Del Norte County Unified | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Fairfield Suisun USD | CDE conducted follow up monitoring activities in Fairfield Suisun USD on 5/30-31 & 6/1/01. CDE interviewed 1-SELPA Director, 1-Dir. of LEA Special Ed Program, 3-psychologists, 5-general education teachers, 3-Speech, Language and Hearing Specialists, 1-nurse, 20-special education teachers, and a total of 4-site administrators from Fairfield High School, Ana Kyle Elementary and Oakbridge Elementary Schools. During CDE's monitoring activities, apparent labor problems within the district were occurring which resulted in a teacher strike starting on 6/1/01. Though data has been gathered by CDE for monitoring purposes, interview data is not considered valid at this time. CDE will re-monitor in Fall 2001. | TBD |
| Fresno USD | Interviews with staff confirmed that the IEP team determines services based on student need and not on administrative convenience, staff availability or financial restraints. Students receive the related services (OT, PT, S LH and psychological services, other) as stated on their IEP. The district makes referral to mental health according to interagency agreements. | Compliant 3-16-01 |
| Holtville USD | CDE conducted a Verification review follow up on 1/25/01 and conducted interviews with parents, teachers (general and special education) and administrators (site and district office). Findings established that the district does not have psychological counseling as a DIS service available for students if the existing process of using mental health services fails. | Noncompliant 1-25-01 |
| Los Angeles USD | CDE follow up monitoring review and 2 additional Verification reviews found that LAUSD's policy and practice of providing the related service of psychological and counseling services commendable. It is the district's practice to refer to County Mental Health only after the psychological counseling provided by the district is inadequate to meet the student's needs. | Compliant 3-19-01 and 4/16-27/01 |
| Lynwood USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Norwalk LaMirada USD | CDE review of records and interviews with staff, parents and students indicate that students who need psychological counseling as part of FAPE receive the service. Counseling is listed on the IEP and parents are not advised that the only way to receive services is through Community Mental Health Services. Students needing FAPE are receiving counseling services as indicated by assessed student need and not by the ability of staff to provide these services. All students needing psychological services are receiving the service as noted in the implementation of IEPs and as demonstrated by parent, staff, and student interviews. | Compliant 4-10-01 |
| Mt. Diablo USD | CDE review of records, onsite visits and interviews with staff and parents indicates that students who need psychological counseling as part of FAPE do not receive it. Contra Costa Mental health requires the district to provide counseling for at least six months prior to making a referral. Students requiring psychological counseling are referred to community agencies. | Noncompliant 5-15-01 |
| Oakland USD | CDE review of records, site visits, and interviews with staff, parents and students indicate that students who need psychological counseling as part of FAPE receive the service. Students who need psychological counseling services are being provided the services by the district, and as appropriate, Community Mental | Compliant 5-17-01 |

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| | Health (CMH). Parents are not told that the only means for their child to receive psychological counseling is through mental health. Oakland USD has established Site Based Day Treatment Centers at elementary, middle and high school locations. CMH funds in large part, the counseling services for eligible students. This program with community support allows the student to be educated in the Least Restrictive Environment and implement the IEP as required. IEPs list the psychological counseling service, location, frequency and duration and who is responsible to ensure that services are delivered to the student. This model demonstrates agreed upon interagency requirements and responsibilities to ensure that eligible students receive psychological counseling as part of FAPE. It is a district practice to list the service on the IEP and the district does not negate its responsibility to provide FAPE | |
| Pomona USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Sacramento City USD | CDE conducted follow up on-site review in December 2000 and March 2001. From a review of selected student records and interviews with the staff, parents and site administrators and district office staff, students whose IEP requires psychological counseling receive those services. CDE found that the district does not have an accountability system for determining if students do or do not receive services as required on their IEP. Information on IEP accountability can be obtained through interview and any written evidence available from service providers ensuring that students receive services. | Compliant 3-13-01 |
| San Diego City USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| San Francisco USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Santa Barbara Elementary SD | CDE reviewed student records and conducted follow up interviews (staff, parents, administrators) demonstrated that students receive psychological counseling and parents are not told that the only means to obtain counseling services is through county mental health. | Compliant 3/8-9/01 |
| San Pasqual USD | CDE conducted an on site follow up review on 1-24-01. Through interviews with staff, parents and administration, evidence indicates that the district provides counseling when parents do not follow through with the referral and/or services provided by County Mental Health. | Compliant 1-24-01 |
| W. Contra Costa USD | CDE team conducted follow up activities with the district with a review of student records and targeted interviews with staff, parents and administrators to ensure that students received psychological counseling as stated on their IEPs. Further probe interviews were conducted regarding the district's practice in providing psychological services for students including probing into the practices of how these services are provided in relationship to services proved for eligible students from county mental health. There were no noncompliant findings. Students receive psychological counseling services as stated on their IEP. CDE findings also confirm compliance regarding the district's practice regarding the provision of psychological counseling. Parents are not told to rely on county mental health as the only source to receive psychological counseling. Interviews further confirmed this practice. | Compliant 3-8-01 |
| District | CDE Findings-Special Condition Data Reporting Requirement: Eligible students IEP's include statements of needed transition services (34 CFR 300. 347 (7) (b)(1)(2) | Compliance Status and Date |
| Antelope Valley UHSD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |

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| Cajon Valley Union Elementary | CDE findings from the verification review held in late January indicate that transition services language is incomplete for students age 14 years. This was evident through student record review (IEPs) and confirmed by interviews with parents, staff and administrators. Though training has occurred for staff and the district has forms, policies and procedures compliant with IDEA transition requirements, it appears that not all staff understands or consistently implement the transition requirements (course of study) during IEP team meetings for students age 14 years. | Noncompliant 1-25-01 |
| Compton USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Conejo Valley USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Del Norte County Unified | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Fairfield Suisun USD | CDE conducted follow up monitoring activities in Fairfield Suisun USD on 5/30-31 & 6/1/01. CDE interviewed 1-SELPA Director, 1-Dir. of LEA Special Ed Program, 3-psychologists, 5-general education teachers, 3-Speech, Language and Hearing Specialists, 1-nurse, 20-special education teachers, and a total of 4-site administrators from Fairfield High School, Ana Kyle Elementary and Oakbridge Elementary Schools. During CDE's monitoring activities, apparent labor problems within the district were occurring which resulted in a teachers strike starting on 6/1/01. Though data has been gathered by CDE for monitoring purposes, interview data is not considered valid at this time. CDE will re-monitor in Fall 2001. | TBD |
| Fresno USD | <p>As evidenced in review of student records and interviews, a review of IEPs for student's age 16 and above indicate that transition services planning for these students <u>do not consistently address</u> the areas of: instruction, related services, community experiences, employment development, and other post-school adult living objectives. IEPs reviewed describe career exploration activities primarily with responsibilities placed primarily on the student versus supports and activities from the district or other agencies, as appropriate. IEPs appear similar in wording for all student files reviewed and do not demonstrate how transition services are individualized based on a student's preferences and interests.</p> <p>As evidenced through student record review and interviews with staff and parents, the IEP for students' age 14 (or younger as appropriate) focuses on the students' course of study. (compliant 3-16-01)</p> | Noncompliant 3-16-01 |
| Holtville USD | Review of student records and interviews in follow-up site visit activities conducted by CDE on 1-25-01 found no evidence of noncompliance. IEPs include statements of needed transition services for students ages 14 years and older. | Compliant 1-25-01 |
| Los Angeles USD | Review of student records only indicates that LAUSD, District D, has made continued compliance progress in this area of transition services. However, this evidence of improved compliance is for this sub-district only. All follow up interviews and data from the two Verification Review conducted in April, 2001, indicate for students ages 16 and above that transition services planning do not address the areas of: instruction, related services, community experiences, employment development, and other post school adult living objectives. IEPs reviewed describe the responsibility for career exploration activities primarily with the student versus supports and activities from the district or other agencies, as appropriate. IEPs do not demonstrate individualization as evidenced through IEPs appearing similar in wording nor did evidence gathered demonstrate how the IEP team considered the student's preferences and interests. | Noncompliant 3-19-01 and 4/16-27/01 |

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| Lynwood USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Norwalk LaMirada USD | Eligible students are receiving needed transition services as evidenced in record reviews. Transition services are implemented as demonstrated in record reviews and parent, staff and student interviews. The district has also provided training to staff regarding required transition components and CDE was provided with evidence of training documents. | Compliant 4-10-01 |
| Mt. Diablo USD | CDE follow up monitoring review of records, site visits and interviews with staff and parents indicates that eligible students IEPs do not include statements of needed transition services. | Noncompliant 5-15-01 |
| Oakland USD | CDE conducted follow up student record reviews, site visits and interviews with parents, staff, students and administrators. Findings indicate that eligible students IEPs include statements of needed transition services. Staff expressed awareness of the components of transition services. Transition Specialists attend IEP meetings conducted for the purposes of transition services planning. During these meetings, the IEP team discusses and determines appropriate community programs and services needed for eligible students. | Compliant 5-17-01 |
| Pomona USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Sacramento City USD | CDE follow up findings from review of student records and interviews with parents, staff and administrators indicate that not all students ages 14 and older receive the required transition services as part of their IEP. On January 19, 2001, CDE received the status of the district's provision of transition services to students as required in their 1999-2000 corrective action plan. As of June 12, 2001, 32 students had not received transition services. As of January 19, 2001, nine (9) students remain to have an IEP for the purpose of transition services. Interviews with parents, staff and administrators (in both follow up of selected student records and in depth probe interviews) regarding transition services language required in the IEP, indicate that at the site level, these requirements are not consistently implemented. A high level of satisfaction was reported by parents regarding their student's progress and in particular, transition services. However, compliant practices are not consistently implemented | Noncompliant 3-13-01 |
| San Diego City USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| San Francisco USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Santa Barbara Elementary SD | Age range of student served makes this item non-applicable for students age 16. | NA |
| San Pasqual USD | CDE onsite follow up review on 1-24-01, student record reviews, indicates that IEPs are conducted and contain required transition services language. One IEP invitation for one teacher did not include transition as the purpose of the meeting. The district will provide evidence to CDE by 3-06-01 that all IEPs held for the purpose of transition are so indicated in the IEP meeting notice. CDE to verify correction of noncompliance by 6-01-01. | Noncompliant 1-24-01 |
| W. Contra Costa USD | CDE onsite review of student records with follow up interviews for IEP implementation and probe interviews with parents, general and special education staff and administrators indicate that IEPs are conducted for the purposes of transition services. Per interviews, transition services as part of the IEP, occurs for students' ages 14 and older (younger, if appropriate). | Compliant 3-28-01 |
| District | CDE Findings-Special Condition Data Reporting Requirement: Parents receive required transition related information before attending IEP meetings (34 CFR 300.345 (b)(2)(3) Parent Participation. Information provided to parents) | Compliance Status and Date |

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| Antelope Valley UHSD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Cajon Valley Union Elementary | Parent interviews and parent input meeting results substantiate that parent(s) are not aware of the transition process and legal requirements transition services language, especially beginning at age 14. | Noncompliant 1-25-01 |
| Compton USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Conejo Valley USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Del Norte County Unified | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Fairfield Suisun USD | CDE conducted follow up monitoring activities in Fairfield Suisun USD on 5/30-31 & 6/1/01. CDE interviewed 1-SELPA Director, 1-Dir. of LEA Special Ed Program, 3-psychologists, 5-general education teachers, 3-Speech, Language and Hearing Specialists, 1-nurse, 20-special education teachers, and a total of 4-site administrators from Fairfield High School, Ana Kyle Elementary and Oakbridge Elementary Schools. During CDE's monitoring activities, apparent labor problems within the district were occurring which resulted in a teacher strike starting on 6/1/01. Though data has been gathered by CDE for monitoring purposes, interview data is not considered valid at this time. CDE will re-monitor in Fall 2001. | TBD |
| Fresno USD | As evidenced in review of student records and interviews, IEP notices to parents do not consistently inform the parent that the purpose of the IEP is for transition services planning. IEP notices for students ages 14 and above do not invite the student as required. | Noncompliant 3-16-01 |
| Holtville USD | CDE conducted a follow-up site visit on 1-25-01 and found no evidence of noncompliance. Review of student records and interviews with staff, parents and administration indicate that parents receive the required transition related information before attending IEP meetings. | Compliant 1-25-01 |
| Los Angeles USD | Review of student records only indicates that LAUSD, District D, has made continued compliance progress in this area of transition. However, this evidence of improved compliance is for this sub-district only. Until all follow up interviews occur in LAUSD District D and data is analyzed from the two Verification Review occurring in April, 2001, CDE will not confirm total district compliance in this area until all data is analyzed and compliance status determined. | Noncompliant 3-19-01 |
| Lynwood USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Norwalk LaMirada USD | As evidenced through record review and interviews, parents report that they are receiving required transition related information before attending the IEP. Both record reviews and parent interviews revealed that parents are notified prior to IEP meetings that the purpose of the IEP meeting is for the purpose of transition services planning for eligible students. | Compliant 4-10-01 |
| Mt. Diablo USD | CDE follow up monitoring including record review, site visits and interviews with parents and staff indicates that parents are not receiving transition-related information before attending IEP meetings. | Noncompliant 5-15-01 |
| Oakland USD | CDE follow up monitoring interviews with parents, staff and administration indicate that parents are not receiving required transition related information before attending IEP meetings. This is further substantiated by CDE's review of student records. | Noncompliant 5-17-01 |
| Pomona USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |

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| Sacramento City USD | CDE follow up review of student records and interviews with parents, staff and administrators indicates that the IEP meeting notice informs parents (and students) that the purpose of the IEP meeting is for transition services. (However, noncompliance is evident in the lack of transition services being implemented consistently therefore students and parents are not informed of the IEP meeting occurring for the purposes of transition services. This is a finding of noncompliant omission. Where notice is provided, the district is compliant. | Compliant 3-13-01 |
| San Diego City USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| San Francisco USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Santa Barbara Elementary SD | Age range of student served makes this item non-applicable. K-6 district | NA |
| San Pasqual USD | CDE onsite follow up review on 1-24-01 with review of student records and interviews with parents indicates that IEPs include statements of needed transition services and parents are informed that the purpose of the IEP meeting is for transition services. | Compliant 1-24-01 |
| W. Contra Costa USD | CDE onsite review of student records with follow up interviews for IEP implementation and probe interviews with parents, general and special education staff and administrators indicate that parents are informed when the IEP meeting is for the purpose of transition services. | Compliant 3-28-01 |
| District | CDE Findings-Special Conditions Reporting Requirement: Children with disabilities are placed in the least restrictive environment and not in more restrictive environments because IEP teams do not consider supplementary aids and services (34 CFR 300. 28 Supplementary aids and services and 34 CFR 300.550 General LRE requirements) | Compliance Status and Date |
| Antelope Valley UHSD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Cajon Valley Union Elementary | Review of student records and staff interviews substantiate that supplementary aids and services and program modifications and support for school personnel are not addressed in IEPs. | Noncompliant 1-25-01 |
| Compton USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Conejo Valley USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Del Norte County Unified | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Fairfield Suisun USD | CDE conducted follow up monitoring activities in Fairfield Suisun USD on 5/30-31 & 6/1/01. CDE interviewed 1-SELPA Director, 1-Dir. of LEA Special Ed Program, 3-psychologists, 5-general education teachers, 3-Speech, Language and Hearing Specialists, 1-nurse, 20-special education teachers, and a total of 4-site administrators from Fairfield High School, Ana Kyle Elementary and Oakbridge Elementary Schools. During CDE's monitoring activities, apparent labor problems within the district were occurring which resulted in a teacher strike starting on 6/1/01. Though data has been gathered by CDE for monitoring purposes, interview data is not considered valid at this time. CDE will re-monitor in Fall 2001. | TBD |
| Fresno USD | In a review of student records, forms, and through interviews with staff and parents, there is limited documentation of student participation with nondisabled students in nonacademic and extracurricular activities. Interviews indicated that many students do participate in nonacademic and extracurricular activities. However, written IEPs do not document this participation. Compliant practices were evident through CDE's review of student records and interviews at all levels, students with disabilities are placed in educational settings with maximum opportunity for participation in the general education classroom. In interviews with | Noncompliant 3-16-01 |

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| | administrators, staff and parents, there appears to be an understanding on practices that would enable the student to be involved in and progress in the general education curriculum. The review indicated involvement of general education teachers in student's IEPs although the IEP team did not always document general education's role in the process. Overall, IEPs inconsistently reflected discussions or decisions about how students would participate in the general education classroom with supplementary aids and services as well as what supports and modifications that would be provided for the student or on behalf of the student. | |
| Holtville USD | Follow-up site 1-25-01 visit found no evidence of noncompliance. Interviews with parents, staff and administrators as well as a review of student records indicate that IEP teams consider (and provide as appropriate) supplementary aids and services for students to participate in the general education classroom. | Compliant 1-25-01 |
| Los Angeles USD | To be determined in follow up CDE activities and in the two Verification Reviews conducted in April 2001. | TBD |
| Lynwood USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Norwalk LaMirada USD | From record reviews and interviews with staff and parents, students with disabilities are being placed in the least restrictive environment with supplementary aids and services noted in student IEPs. The IEP team decision making practice is to consider, and provide as appropriate to the student, supplementary aids and services in general education. | Compliant 4-10-01 |
| Mt. Diablo USD | CDE follow up monitoring findings from student record reviews, site visits and staff and parents interviews indicates that children with disabilities are not being placed in the least restrictive environment. Children in a "full inclusion" elementary school are sent in a cluster to a different middle school than their general education peers. IEP decisions are not made on the individual need of each student to provide FAPE in the school he/she would attend but rather on the basis of clustering students of this specific disability. Students were not found to be placed in their "home school" due to the district practice of "clustering" which demonstrates that the IEP team decision making practice is not individualized nor demonstrating the consideration and provision of supplementary aids and services for students in a general education classroom as close to home as possible. | Noncompliant 5-15-01 |
| Oakland USD | CDE follow up monitoring findings obtained from student record reviews, site visits and interviews with parents and staff indicate the children with disabilities are being placed in the least restrictive environment and supplementary aids and services are considered or included on the IEP. | Compliant 5-17-01 |
| Pomona USD | To be provided upon completion of CDE post review conference and completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Sacramento City USD | CDE follow up activities conducted in December and March will be continued to determine compliance status and district practices regarding placement in the Least Restrictive Environment with the use of supplementary aids and services. CDE reviews of IEPs reflect team decisions that include statements of supplementary aids and services. However, CDE continues monitoring regarding district practices re: LRE | Compliance status undetermined 3- 13-01 CDE Continued Monitoring |
| San Diego City USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| San Francisco USD | To be provided upon completion of the follow up report to the district. Estimated date: July 15, 2001 | TBD |
| Santa Barbara Elementary SD | CDE follow up review of student records and interviews with parents, staff and administrators indicate that the district's practice is to consider LRE for each student including the use of supplementary aids and services. | Compliant 3/8-9/01 |
| San Pasqual USD | Per CDE onsite follow up review of 1-24-01, supplementary aids and services are provided for students as needed. Evidence of compliance was gathered through review of student records and interviews. The district is to continue inservice for staff on this requirement of the IEP. | Compliant 1-24-01 |

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| W. Contra Costa USD | CDE team conducted an on site follow up review that included record reviews and IEP implementation interviews plus probe interviews on LRE practices with staff, parents, general and special education staff and administrators. From interviews, findings indicate the children with disabilities are not being placed in the least restrictive environment due to the lack of consideration of supplementary aids and services by IEP teams. | Compliant 3-28-01 |
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- e. For each of these 22 districts, CDE must, in addition to the information required by I.A.4.b, above, submit as part of the reports due to OSEP on or before January 12 and August 10, 2001, pursuant to I.A.4, above, the following information in the following order as part of each report:
 - i. the number of students with disabilities who do not have a current IEP (i.e., an IEP that has been developed or reviewed, and if appropriate revised, within the last 12 months); and
 - ii. the number of students with disabilities who do not have a current evaluation or reevaluation (i.e., an initial evaluation or reevaluation that was conducted within the past 36 months)

June 8, 2001 CDE Response: Special Condition Met

CDE provided OSEP information on: the number of students with disabilities who do not have a current IEP that has been developed or reviewed, and if appropriate revised, within the last 12 months; and the number of students with disabilities who do not have a current evaluation or reevaluations (within the past 36 months) for each of the 22 districts. This information was provided in CDE's January 10, 2001 report (June 30, 2000 CASEMIS data) and April 18, 2001 report (both June 30, 2000 and December 1, 2000 CASEMIS data).

5. In order to demonstrate that it takes effective enforcement action to ensure compliance where previous corrective measures have not ensured compliance, CDE must ensure that OSEP receive from the State, on or before January 10, 2001 a report, as current through November 30, 2000, and that OSEP receive from the State, on or before April 18, 2001, a report, as current through March 15, 2001, each of which includes a description of each enforcement action (including any of the sanction options listed on page 52 of CDE's December 21, 1999 submission to OSERS) that CDE has taken, since June 15, 2000, with any public agency in the State, including:
 - a. A specific description of the action taken;
 - b. The date of the action; and
 - c. The impact of the action on compliance and the provision of services to children with disabilities.

June 8, 2001 CDE Response: Special Condition Met

CDE provided OSEP information in CDE's reports of January 10, 2001 and April 18, 2001 regarding effective enforcement actions taken by CDE. Information included the specific action, date and impact/outcome of that action were provided.

6. CDE must also ensure that OSEP receives, by June 8, 2001, any additional information that CDE believes will enable the Department to evaluate the status of compliance within the State.

June 8, 2001 CDE Response:

CDE provides additional information to the U.S. Department of Education, Office of Special Education Programs (OSEP) that demonstrates CDE's effective supervision and monitoring responsibilities, including a strong component of technical assistance.

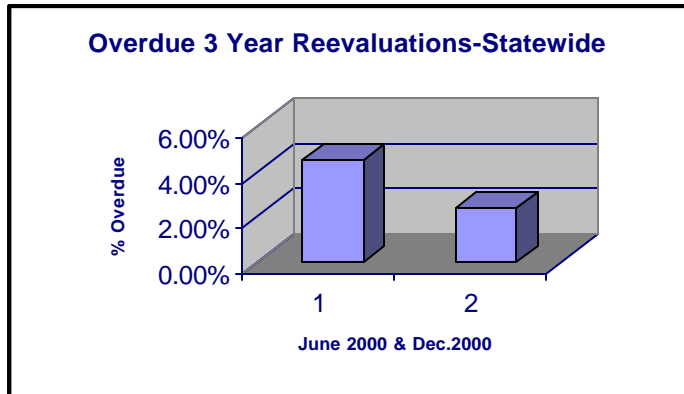
⇒ **Significant Statewide Compliance Improvement: 3 Year Reevaluations & Annual IEPs**

CDE has continued to monitor and ensure correction for overdue 3- year reevaluations and annual IEPs. Two factors highly contribute to the positive statewide changes. First, districts and Special Education Local Plan Areas (SELPA's) have demonstrated correction by conducting overdue three-year reevaluations and IEPs for eligible students. Second, many districts and SELPA's have corrected data reporting to ensure accuracy. Districts and SELPA's reported to CDE that many reevaluations and IEPs were held in a timely fashion but were not accurately reported to CDE through the CASEMIS system.. Districts and SELPA's have diligently worked to locally correct data inputting and technology issues affecting reporting through CASEMIS to CDE. CDE's monitoring notification letters to district Superintendents and carbon copies to SELPA administrators with specific information needing correction has proven effective in significantly correcting noncompliance statewide.

CDE submits data to demonstrate significant compliance correction in 3-year reevaluations and annual IEPs

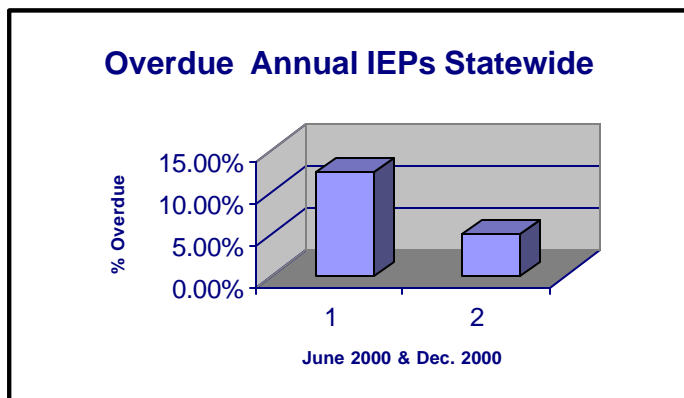
Overdue 3 Year Reevaluations

| % Overdue 6/30/2000 | % Overdue 12/1/2000 | K-12 ADA June 30, 2000 | K-12 Dec.1, 2000 | # LEAs 6/30/00 | #LEAs 12/1/00 |
|------------------------|------------------------|---------------------------|---------------------|-------------------|---------------|
| 4.50% | 2.40% | 598,484 | 607,821 | 1,017 | 1,020 |



Overdue Annual IEPs

| % Overdue 6/30/2000 | % Overdue 12/1/2000 | K-12 ADA June 30, 2000 | K-12 Dec.1, 2000 | # LEAs 6/30/00 | #LEAs 12/1/00 |
|------------------------|------------------------|---------------------------|---------------------|-------------------|------------------|
| 12.40% | 5.00% | 598,484 | 607,821 | 1,017 | 1,020 |



CDE Technical Assistance

CDE provides a critical role in technical assistance as part of its supervisory and monitoring responsibilities. FMTA consultants activities for the 22 selected districts have been provided (as data was available) in separate attachments in the January 10, April 18, and this June 8, 2000 report.

CDE has provided other statewide technical assistance and training to ensure procedural safeguards and educational benefit for students with disabilities. Listed below are the current (*NOTE: Current as of May 2001 – Web site and pages are frequently updated and new pages added.*) web site resources that include various activities, information, resources, and announcements, Director memorandums and publications provided by CDE within the past three years. Available on CDE web site at <http://cde.ca.gov/spbranch/sed>.

**⇒ Official Memorandums from the California Department of Education
Special Education Division
State Director of Special Education**

These memorandums provide program clarification on procedural and/or implementation issues. (Available on CDE web site: www.cde.ca.gov/spbranch/sed)

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| JULY 2000 | Continuance of Special Education Programs during Pendancy of "Sunset" Period of Education Code |
| July 6 | |
| MAY 2000 | |
| May 9 | Practices For Working With Charter Schools And Children With Disabilities Attending The Charter Schools |
| APRIL 2000 | |
| April 18 | Notice of Sanctions for Noncompliance |
| MARCH 2000 | |
| March 14 | Differential Proficiency Standards and the High School Exit Exam |
| MARCH 1999 | |
| March 4 | Absence Policies |
| AUGUST 1998 | |
| August 24 | Assistive Technology for all Individuals with Disabilities |
| JULY 1998 | |
| July 28 | Special Education and Related Services Required to Ensure a Free Appropriate Public Education |

⇒ New Additions and Announcements

Updated 05/10/01

06/01/01 [Stakeholders' Committee on Key Performance Indicators in Special Education](#)

A historical record and the ongoing work of the Committee in establishing measures of educational benefit for students with disabilities enrolled in California's public schools

06/01/01 [CASEMIS Software June 2001 Version](#)

Download the California Special Education Management Information System Software and User's Manual

05/10/01 **DRAFT** [Transition to Adult Living: A Guide for Secondary Education](#)

Planning, preparation and best practices in transition that support meaningful outcomes as students move from school to adult life.

05/04/01 [STAR Testing with Non-Standard Accommodations](#)

Guidance on test accommodations for students with disabilities and English Language Learners

05/03/01 [Interagency Agreements](#)

Technical assistance to ensure that local agencies have interagency agreements that contain all required elements identified in the interagency regulations

04/27/01 [California Association of Professors of Special Education](#)

Update on personnel development activities of the California Department of Education, Special Education Division

04/26/01 [Local Education Agency \(LEA\) Grants](#)

Program summaries and letters to the field on specific federal IDEA grants allocated to provide services to individuals with disabilities

03/20/01 [Allocation of IDEA, Part B, Section 611 Subgrants](#)

Process to calculate IDEA subgrants to LEAs in 2000-01

04/24/01 [2000-01 NASDSE Satellite Conference Series](#)

Satellite coordinates for the May 9, 2001, Special Education Issues in Choice and Charter Schools presentation 04/18/01
2001-02 **DRAFT** CASEMIS Database Structure

04/18/01 [The Special EDge Newsletter](#)

Feature articles from November 96 - August 97 added

04/17/01 [Special Education Division Contact Information](#)

Procedural Safeguards and Referral Service and Focused Monitoring and Technical Assistance Consultants assignments by geographical area

03/19/01 [Special Education Complaints](#)

Information on gathering evidence for those filing a complaint and for local education agency staff; examples of the most common special education allegations investigated by the California Department of Education; explanations of the role of the investigator in a standard complaint investigation

⇒ Administration, Fiscal and Support

Updated 05/14/01

05/14/01 [California Advisory Commission on Special Education](#)

The Who, What, Where, When and Why of the Advisory Commission

04/26/01 [Local Education Agency \(LEA\) Grants](#)

3/20/01 [Allocation of IDEA, Part B, Section 611 Subgrants](#)

04/18/01 **California Special Education Management Information System (CASEMIS)**

04/18/01 2001-02 **DRAFT** CASEMIS Database Structure

[Self-extracting Word 2000 Document](#)

[Portable Document Format](#)

02/16/01 Personnel Data Report 2000-01 - Forms and Instructions

[Self-extracting Word 97 Document](#)

[Portable Document Format](#)

01/29/01 Alternate Assessment Data Table Structure 2000-01

[Word 2000 Document](#)

[Portable Document Format](#)

12/07/00 [CASEMIS Software December 2000 Version](#)

Download the California Special Education Management Information System Software and User's Manual

02/26/01 [Special Education State Funding](#)

01/04/01 [Special Education Enrollment Data](#)

Several statewide enrollment tables with data from 1985 to the 1999

11/30/00 Low Incidence Funding for 2000-2001

[Legal Requirements and Guidelines](#)

Funding entitlements ([Microsoft Excel file](#) or [spbranch/sed/loinfund.pdf](#)) for specialized books, materials and equipment, and specialized services

07/10/00 [DataQuest](#)

Find facts about California schools and districts based on criteria you select.

02/03/00 [Special Education Facilities Funding Report](#)

Legislative Analyst's Office's report recommending various modifications to the method and level of funding for K-12 special education facilities.

⇒ General Information

Updated 04/17/01

04/17/01 [Focused Monitoring and Technical Assistance Contacts](#)

Special Education Division consultants assignments by County

06/17/99 [Mission, Goals and Core Values](#)

Detailed display of the mission, goals and core values of the Special Education Division

[California Department of Education \(CDE\) Information](#)

Staff directory database (including the Special Education Division staff)

⇒ Family Involvement

The purpose of this page is to highlight the topics and links from other sections of this web site, which are of particular interest and will provide information, resources and support to parents, guardians and families of children with disabilities.

Updated 05/10/01

Statewide Assessment

- 05/04/01 [STAR Testing with Non-Standard Accommodations](#)
- Guidance on test accommodations for students with disabilities and English Language Learners
- 10/11/00 [Office of Special Education and Rehabilitative Services Guidance on State and District-wide Assessments](#)
- The OSERS has published guidance about provisions in IDEA '97 related to students with disabilities and state and district-wide assessments.
- 03/16/00 [Differential Proficiency Standards and the High School Exit Exam](#)
- Local district options regarding application of local differential proficiency assessments and answers questions about the high school exit examinations and students with disabilities
- 11/09/00 [General Assessment Guidelines Update](#)
- Guidelines for Including Students with Disabilities in Regular State and District-wide Assessments are under revision, pending changes in state regulations and procedures for the STAR program. Updated guidelines should be available early in 2001.
- 04/26/00 [Alternate Assessment Guidelines](#)
- 06/02/00 [Alternate Assessment Survey Data Collection](#)
- 01/03/01 A Parent Guide to Achievement Testing
- California is committed to accountability for the achievement of all students. This guide, in 6 languages, answers questions about the tests that students take in school to measure achievement. These are not tests to determine eligibility for special services, but tests that all students take.

[English](#) [Korean](#) [Simplified Chinese](#) [Traditional Chinese](#) [Tagalog](#) [Spanish](#)

- 03/30/01 [School Health Updates](#)
- The Special Education Division of the California Department of Education has been providing leadership to improve programs and services for all of its students, including students with special health care needs.
- 03/29/01 **Parent Support and Network Centers**
- 03/29/01 [Parent Training, Information and Resource Centers](#)
- List of California agencies providing resource for families of children with disabilities
- 11/09/00 [Federal Interagency Coordinating Council](#)
- FICC facilitates federal, state and local activities related to serving young children (birth to 5) with disabilities and at risk for developing disabilities and their families
- 03/19/01 **Special Education Rights of Parents and Children**
- 01/03/01 [Procedural Safeguards Referral Service](#)
- An informal guide on resolving disputes and directions for filing complaints involving special education

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 03/19/01 | Special Education Complaints Information intended to help each party to the complaint to gather evidence regarding the allegations and to explain the role of the investigator in a standard complaint investigation |
| 10/17/00 | Rights of Parents and Children - Notice of Procedural Safeguards, Revised October 2000 English Spanish Chinese Vietnamese |
| 03/06/00 | Parents' Rights: A Brief Summary of Procedural Safeguards An abbreviated summary of procedural safeguards under federal and state laws |
| 03/06/00 | California Department of Education's "Parents' Rights" Promotes family involvement in general education, tells parents of their legal right to participate in their children's education and lists family-school partnership resources. |
| 11/16/00 | Workability I - A California Transition Program The Who, What, Where, When and Why of Workability I |
| 12/09/99 | Guidelines for the Promotion and Retention of Special Education Students Guidance and suggestions for implementing new legislation prohibiting "social" promotion from grade level to grade level and how this legislation effects students with disabilities |
| 05/10/01 | Publications |
| 05/10/01 | DRAFT Transition to Adult Living: A Guide for Secondary Education Planning, preparation and best practices in transition that support meaningful outcomes as students move from school to adult life. |
| 04/11/00 | Early Warning Signs that a Child May Need Help A few of the indicators that a child may need observation and assessment (Brochure available in English, Spanish, Vietnamese and Hmong) |
| 03/17/00 | Publications from the National Information Center for Children and Youth with Disabilities A quick and easy way to access NICHCY's information on disabilities |
| 07/27/99 | Best Practices for Family Involvement in Comprehensive System of Personnel Development Resource guide to assist in developing and nurturing family/school involvement which is so vital and critical in meeting needs of children with disabilities |
| 07/26/99 | Student Success Team: Supporting Teachers in General Education Describes strategies to ensure that all students can be successful in general education programs. Order form for this publication plus 29 additional publications with a focus on special needs Additional Special Education Publications |

⇒ Laws, Regulations and Policies

| | |
|----------|---------------------------------------------|
| 12/29/00 | Interactive Databases |
| 05/03/01 | California Regulations |
| 05/23/01 | California Legislation |
| 05/04/00 | California Legal Advisories |
| 01/04/01 | California Information |
| 05/23/01 | Federal Legislation |
| 01/03/01 | Federal Information |
| 09/27/00 | Links to Related Web Sites |

The information provided in this Section provides a **sample** of information provided in this particular web site section.

California Information Related to Special Education

California Monitoring Report 04/29/99 April 1999, U.S. Department of Education, Office of Special Education Programs' (OSEP) [follow-up to the June 1998 visit](#)

06/11/99 [Superintendent Eastin's 05/21/99 Response to Monitoring Report](#)

Delineates the current status of each issue addressed in the April 1999 report and describes how current noncompliant items will be managed

08/17/99 [Status Report of Corrective Actions](#)

06/11/99 [California's Plan to Ensure Compliance with IDEA 97](#)

12/16/99 [Updated Status Report of Corrective Action Plan, November 1999](#)

01/18/00 [Responses to Corrective Action Plan Questions, December 1999](#)

Response to the OSEP's letter of 09/29/99 with questions pertaining to California's Corrective Action Plan

02/28/00 [Monitoring and Oversight Plan, February 2000](#)

Development and beginning implementation of a comprehensive system of overall supervision and monitoring to ensure substantial compliance with IDEA

03/15/00 [OSEP Approves Corrective Action Plan](#)

Monitoring and Oversight Plan and continued commitment to work to improve compliance throughout the State APPROVED

04/05/00 [Status Report of Corrective Actions, 03/31/00](#) Provides the progress in demonstrating compliance with IDEA, Part B.

06/15/00 [Status Report of Corrective Actions, 05/15/00](#) Provides supplemental information based on OSEP's analysis of March 31 report.

07/06/00 [Office of Special Education Programs' Follow-Up Monitoring Review](#)

Follow-up review to evaluate efforts and effectiveness in implementing February 2000 Correction Action Plan

07/06/00 [Status Report of Corrective Actions, 06/30/00](#) Provides the progress in demonstrating compliance with IDEA, Part B.

05/29/01 [USDE/OSERS' Letter of Final Revisions to Special Conditions, 12/04/00](#)

05/29/01 [Revised Special Conditions](#) Provides details of OSEP/California Department of Education (CDE) agreed upon special conditions

05/30/01 [Status Report of Special Conditions, 01/10/01](#) Required CDE report to OSEP providing the progress in demonstrating compliance with the special conditions

03/01/00 Evaluation Study of Special Education Dispute Resolution Issues Conducted by Special Education Law Associates from 10/01/99 to 02/29/00 to provide recommendations to the California Department of Education for policy and statutory changes in areas of due process. [Special Education Law Associates Executive Summary Report](#) [Special Education Law Associates Report](#) [Mediation and Due Process Hearings Contract Awarded](#)

02/03/00 [Special Education Facilities Funding Report](#) Legislative Analyst's Office's report recommending various modifications to the method and level of funding for K-12 special education facilities.

06/17/99 [Mission, Goals and Core Values](#) Detailed display of the mission, goals and core values of the Special Education

05/14/99 [Special Education Program Transfers Post AB602](#)

Federal Legislation Related to Special Education

05/23/01 [Legislative Updates](#) and Lowdowns on Federal Legislation related to Special Education

07/31/00 [FINAL \(03/12/99\) Regulations that Implement the Individuals with Disabilities Education Act \(IDEA\)](#)

03/06/00 [National Campaign to Fully Fund IDEA](#) Petition campaign designed to support the efforts of Congress members and leaders in the fields of disability and education in securing increased federal funding for special education, particularly full funding for all parts of the Individuals with Disabilities Education Act

Federal Information Related to Special Education

01/03/01 [Applying Federal Civil Rights Laws to Public Charter Schools](#) Important information on how public charter schools may be developed and operated consistent with federal nondiscrimination laws with answers to civil rights-related questions that charter school developers and operators have raised

06/13/00 [Questions and Answers](#) Obligations of Public Agencies in Serving Children with Disabilities Placed by their Parents at Private Schools

⇒ Quality Assurance Process

This section is scheduled to be rewritten to reflect changes made in CDE's Verification Review process and other QAP component descriptions.

Focused Monitoring and Technical Assistance

- 04/17/01 [Focused Monitoring and Technical Assistance Contacts](#)
Special Education Division consultants assignments by County
- 12/20/00 [Coordinated Compliance Review, Self-Review](#)
Instructions/documents for planning and conducting each of the review activities
- 12/12/00 [ROUGH DRAFT - Refocusing Special Education to Results for Children](#)
Monitoring special education performance at the local school district level
- 03/06/00 Overall Supervision and Monitoring Slides
The Microsoft PowerPoint [presentation slides](#) of California's monitoring procedures to achieve and sustain compliance while improving results for children that was presented to the California Association of Resource Specialists late February 2000

Complaint Investigation

- 03/26/99 [Complaint Investigation Information](#)
Guidelines for conducting local investigations and a format for reporting local resolution of compliance complaints.
- 03/19/01 [Special Education Complaints](#)
Information on gathering evidence for those filing a complaint and for local education agency staff; examples of the most common special education allegations investigated by the California Department of Education; explanations of the role of the investigator in a standard complaint investigation
- 01/03/01 **Special Education Rights of Parents and Children**
 - 01/03/01 [Procedural Safeguards Referral Service](#)
An informal guide on resolving disputes and filing complaints involving special education
 - 11/09/00 Rights of Parents and Children - Notice of Procedural Safeguards, Revised October 2000
 - [English](#)
 - [Spanish](#)
 - [Chinese](#)
 - [Vietnamese](#)
 - 03/06/00 [Parents' Rights: A Brief Summary of Procedural Safeguards](#)
An abbreviated summary of procedural safeguards under federal and state laws
 - 03/06/00 [California Department of Education's "Parents' Rights"](#)
Promotes family involvement in general education, tells parents of their legal right to participate in their children's education and lists family-school

partnership resources.

⇒ Resources

[05/04/01](#) [Information](#)
[05/10/01](#) [Publications](#)
[04/24/01](#) [Training](#)
[03/06/01](#) [Recruitment](#)

Information

05/04/01 **Statewide Assessment**

05/04/01 [STAR Testing with Non-Standard Accommodations](#)

Guidance on test accommodations for students with disabilities and English Language Learners

10/11/00 [Office of Special Education and Rehabilitative Services Guidance on State and District-wide Assessments](#)

The OSERS has published guidance about provisions in IDEA '97 related to students with disabilities and state and district-wide assessments.

03/16/00 [Differential Proficiency Standards and the High School Exit Exam](#)

This official memorandum discusses local district options regarding application of local differential proficiency assessments and answers questions about the high school exit examinations and students with disabilities.

04/26/00 [Alternate Assessment Guidelines](#)

This document provides guidelines for alternate assessment of students with disabilities who cannot participate in regular statewide and district-wide assessments

06/02/00 [Alternate Assessment Survey Data Collection](#)

Procedure for collecting the alternate assessment data for children with more significant disabilities, who cannot participate in statewide assessments, is under development

01/03/01 A Parent Guide to Achievement Testing

California is committed to accountability for the achievement of all students. This guide, in 6 languages, answers questions about the tests that students take in school to measure achievement. These are not tests to determine eligibility for special services, but tests that all students take.

[English](#)

[Korean](#)

[Simplified
Chinese](#)

[Traditional
Chinese](#)

[Tagalog](#)

[Spanish](#)

04/30/01 [School Health Updates](#)

The Special Education Division of the California Department of Education has been providing leadership to improve programs and services for all of its students, including students with special health care needs.

04/27/01 [California Association of Professors of Special Education](#)

Update on personnel development activities of the California Department of Education, Special Education Division

03/29/01 [Parent Training, Information and Resource Centers](#)

List of California agencies providing resource for families of children with disabilities

03/28/01 **Assistive Technology and Universal Access**

[Clearing House for Specialized Media and Technology](#)

CSMT helps make educational materials and learning environments accessible to students with disabilities

03/28/01 [Assistive Technology for all Individuals with Disabilities](#)

Basic requirements regarding consideration and provision of assistive technology and services to each individual with a disability

[Telephone Services for the Deaf](#)

[Telephone Support Service for People with Speech Disabilities](#)

03/02/01 **Individual Evaluation**

12/13/00 [Specific Learning Disability Workgroup Recommendation](#)

Eligibility criteria for specific learning disabled students were reviewed by a work group in three meetings from May through July 2000. The Workgroup's recommended next steps are described in their report to the California Department of Education and the Special Education Division

03/02/01 [Specific Learning Disability Classification Grants](#)

Alternative models that will better aid in the appropriate identification of all K-12 students in California with specific learning disabilities

03/26/99 [Guidelines for Individual Evaluation of California Students with Disabilities](#)

The process of evaluation for each student who is referred for special education services

01/23/01 [Program Guidelines for Students Who Are Visually Impaired](#)

To assist in improving programs and services for students with visual impairments.

01/23/01 [Educating Blind and Visually Impaired Students](#)

Policy Guidance to address the requirements of Part B of IDEA, as they apply to the education of students with visual impairment .

11/16/00 [Workability I - A California Transition Program](#)

The Who, What, Where, When and Why of Workability I

11/09/00 [Federal Interagency Coordinating Council](#)

FICC facilitates federal, state and local activities related to serving young children (birth to 5) with disabilities and at risk for developing disabilities and their families

Individuals with Disabilities Education Act (IDEA) '97 Related Materials

10/12/00 [IEP Checklist](#)

Consistent with IDEA 97 law and the federal regulations

08/02/00 [A Guide to the Individualized Education Program](#)

U.S. Department of Education. Office of Special Education and Rehabilitation Services guidance to assist educators, parents, and State and local educational agencies in implementing the requirements of Part B of the IDEA regarding Individualized Education Programs (IEPs) for children with disabilities (NOTE: This guidance is not totally reflective of all California statutes.).

07/28/00 [21st Annual Report to Congress on the Implementation of the IDEA](#)

10/15/99 [Sample Individualized Education Program Forms](#)

IEP forms used by the North Region Special Education Local Plan Area in San Diego County

11/16/98 [IEP Fact Sheet](#)

09/27/00 [Links to Other Special Education Related Web Sites](#)

Publications

05/10/01 **DRAFT** [Transition to Adult Living: A Guide for Secondary Education](#)

Planning, preparation and best practices in transition that support meaningful outcomes as students move from school to adult life.

04/18/01 [The Special EDge Newsletter](#)

03/06/01 [Resources in Special Education](#)

Develops and disseminates information on current issues, new research and effective programs

01/03/01 **Special Education Rights of Parents and Children**

01/03/01 [Procedural Safeguards Referral Service](#)

An informal guide on resolving disputes and filing complaints involving special education

11/09/00 Rights of Parents and Children - Notice of Procedural Safeguards, Revised October 2000

[English](#)

[Spanish](#)

[Chinese](#)

[Vietnamese](#)

03/06/00

[Parents' Rights: A Brief Summary of Procedural Safeguards](#)

An abbreviated summary of procedural safeguards under federal and state laws

08/23/00 [Guidelines for the Promotion and Retention of Special Education Students](#)

Guidance and suggestions for implementing new legislation prohibiting "social" promotion from grade level to grade level and how this legislation effects students with disabilities

05/03/00 The Microsoft PowerPoint [presentation slides](#) on the Promotion and Retention Guidelines for Special Education to assist local education agencies develop their promotion policy for students with disabilities

05/31/00 **Early Childhood Special Education Series**

The series consists of seven handbooks focusing on core concepts and preferred practices gathered from an in-depth review of current literature, statutes, and regulations. As the remaining handbooks in the series are available, they will be added.

[Handbook Brochure](#) A description of all seven handbooks and an order form to purchase the published versions

[Handbook on Family Involvement](#) Suggests activities and philosophical grounding for family involvement and parent education programs

[Handbook on Administration](#) Provides information on staffing and planning

[Handbook on Assessment and Evaluation](#) Assist professionals who are challenged by recent changes in state and federal law to examine the way in which they conduct assessments and evaluations

04/11/00 [Early Warning Signs that a Child May Need Help](#)

A few of the indicators that a child may need observation and assessment (Brochure available in English, Spanish, Vietnamese and Hmong)

03/17/00 [Publications from the National Information Center for Children and Youth with Disabilities](#)

A quick any easy way to access NICHCY's information on disabilities

01/20/00 [Suspension/Expulsion Handbook](#)

This Association of California School Administrators (ACSA) Suspension/Expulsion Handbook is a tool to develop district procedures for disciplining students with disabilities. It provides step-by-step directions, sample forms, and cites relevant sections of applicable laws and regulations. Also available is a

[Suspension/Expulsion Handbook Checklist](#). NOTE: These documents will continually be monitored/reviewed for currency based on anticipated legislation during the California Legislation, 2001-02 Regular Session.

11/03/99 [The California READING Initiative and Special Education in California](#)

This paper provides information on important issues related to the California READING Initiative, its base of research, and its application to both general and special education

02/26/01 [Curriculum Frameworks and Instructional Resources](#)

Information for designing instruction to help students meet content standards in California

02/26/01 [Western Regional Resource Center - Reading and Literacy Programs](#)

Links to sites providing information about national initiatives state wide implementation models and research-based approaches.

07/26/99 [Student Success Team: Supporting Teachers in General Education](#)

Describes strategies to ensure that all students can be successful in general education programs. Order form for this publication plus 29 additional publications with a focus on special needs

09/00/98 [Positive Intervention for Serious Behavior Problems](#)

Best Practices in Implementing the Hughes Bill (AB 2586) and the Positive Behavioral Intervention Regulations (Revised Edition)

Training

04/24/01 [2000-01 NASDSE Satellite Conference Series](#)

"Meeting Tough Challenges In IDEA Implementation" training programs from the National Association of State Directors of Special Education (NASDE)

12/21/00 [Management of Diabetes in Schools Training Sessions](#)

Training sessions for school nurses on standard procedures for providing services for school children with diabetes (NOTE: FAX number for registration corrected.)

05/04/00 [Are You Expected to be an "AT Expert?"](#)

Assistive Technology Applications Certificate Program from California State University, Northridge is designed to provide a practical approach to the applications of assistive technology in meeting the needs of individuals with various disabilities in many settings.

06/09/99 [Improving Outcomes for Children with Disabilities](#)

Training provided by CalSTAT, a special project of the California Department of Education, Special Education Division

Recruitment

03/06/01 [Special Education Personnel Recruitment](#)

Information and links for qualified personnel seeking special education positions in California

01/09/01 [California Special Education Job Vacancies Database](#)

09/15/00 [Recruiting Special Education Consultants](#)

The Special Education Division has positions available for individuals interested in joining an elite group of special education professionals

Other CDE Activities:

⇒ In the very near future, the CDE web site will be posting Key Performance Indicator(s) for all school districts in California. At the time of this report, District Superintendents statewide have received a draft copy of their student data and are providing feedback to CDE regarding the format and structure of the data presentation.

⇒ During the 2000-2001 school year, CDE provided three regional trainings statewide to address current needs and issues statewide. Subjects included: Transition, IDEA Monitoring, positive behavior supports, and reading. Eight regional trainings are in the planning stage currently. Specific training will be provided on Least Restrictive Environment as one major topic.

The following information provides an update on the activities of the State Improvement Grant (SIG) and California Services for Technical Assistance and Training (CalSTAT)

CalSTAT is a special project of the California Department of Education, Special Education Division. It is funded through the Special Education Division and the California State Improvement Grant (SIG). The SIG supports and develops partnerships with schools and families by providing training, technical assistance, and resources to both special education and general education. CalSTAT*s overarching goal is to support collaboration between general education and special education.

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CalSTAT is a special project of the California Department of Education that helps schools and families educate children and young adults with special needs.

Activities & Results

BEST (Building Effective Schools Together) Training with Dr. Jeff Sprague, Institute on Violence and Destructive Behavior, University of Oregon

- Completed and delivered twenty-eight days of behavior-related training and technical assistance to all eleven superintendent regions; trainings conducted by Jeff Sprague and the staff from the Institute on Violence and Destructive Behavior at the University of Oregon.
 - * Influenced approximately 90 school sites statewide through these trainings. Feedback has been overwhelmingly positive.
 - * Compiled a list of approximately 25 teams from across California that have asked to be on a waiting list for similar behavior-focused trainings next year.
 - * Featured the topics of behavior and school-wide discipline planning in the Winter 2001 issue of The Special EDge newsletter. Over 40,000 copies of that issue have been distributed throughout the state.
 - * Assisted related training topics provided by Diana Browning-Wright, CA Southern Diagnostic Center through the Regional Coordinating Council areas.

African-American Outreach

- * Subcontract The African American Outreach with Parents of Watts, Sweet Alice Harris, Director
- * Enrolled sixteen families of children in special education in a mentoring program.
- * Are currently in the process of bringing Ms. Harris' motivational message filled with encouragement and practicality to northern California.
- * Co-hosted the recent Partnership Committee on Special Education meeting in Sacramento.
- * Met on April 18 with the principals, district administrators, and special education teachers in the Folsom-Cordova Unified School District.
- * Scheduled other presentations in Marin County, San Francisco, and Sacramento.
- * Delivered presentations in the Los Angeles Unified School District to the following groups/events: Jordon High School Parent-Teacher Association, Parents from the Imperial Housing Project, LAUSD Principal's Retreat, teachers and parents at the San Pedro Adult School.
- * Featured Sweet Alice Harris on a popular radio show; Ms Harris addressed the comprehensive social services and educational support her organization provides for families the Watts area in Los Angeles.
- * Routinely arrange for Ms. Harris to work with teachers and parents in schools in the Watts area to resolve children's educational issues.

Family Participation Fund

- * Currently monitoring this fund, established under the California Department of Education's State Improvement Grant
- * Working to enable families to attend local, regional, or statewide meetings to express their ideas about delivering educational programs in their school or district or throughout the entire statewide school system.
- * Currently using this fund to pay a portion of parents' expenses when they attend decision-making activities or meetings. Also use it to provide a stipend of \$50 for a half-day meeting or a \$100 for full-day or multiple-day meeting(s).
- * Subcontract the management of the fund to Matrix Parent Network and Resource Center, a Parent Training and Information (PTI) agency.

Publications

- * Made available in Spanish electronic copies of the Autumn, 2000, edition of The Special EDge, along with its technical assistance insert, with all 20 pages devoted to the topic of reading.
- * Researched, wrote, produced, and disseminated 50,000 copies of the Winter 2001 issue of The Special EDge newsletter, along with a four-page technical assistance insert, all 20 pages devoted to the topic of positive behavioral supports in schools.
- * Created electronic copies of The Special EDge and its technical assistance insert in both English and Spanish and placed them on several web sites.
- * Disseminated electronic copies of Special Education Rights of Parents and Children to various school districts throughout the state.
- * Began research for two storyboards for Spring and Summer 2001 issues of The Special EDge, devoted to the topic of Least Restrictive Environment/Collaboration and Transition, respectively.
- * Served as liaison for the CDE/SED on the development and publication of a comprehensive handbook on transition.

Partnership Committee on Special Education (PCSE) [Advises CDE on the implementation of the SIG]

- * Organized and facilitated the Partnership Committee on Special Education (PCSE) meeting on March 14-15, 2001.
- * Arranged for over 104 participants to attend the meeting.
- * Included in the PCSE meeting a new member orientation; a presentation titled "Measuring Our Progress" by Cheryl Walter; a review of accomplishments by Dr. Alice Parker; a presentation titled "Recommendations from the California Symposium on Family Partnerships: Forging Strong Partnerships Between Families and Schools" by a parent panel.
- * Provided an opportunity for Sweet Alice Harris, Executive Director of Parents of Watts, addressing outreach to parents not currently being reached
- * Arranged the PCSE meeting so that participants could chose to attend two of the five workgroups and develop five final recommendations for each workgroup topic. The topics were General Education and Special Education Collaboration, Preparing Students for Success After High School, Family and Professional Partnerships, Measuring Our Progress and Making Data-informed Decisions, and Teacher Preparation and Training.
- * Placed the final 2001 PCSE Recommendations on the CalSTAT web site (<http://www.calstat.org>).

CSPD Leadership Institute, Improving Student Outcomes: Collaboration and Accountability

- * Planned, coordinated and facilitated the winter meeting of the year-round CSPD Leadership Institute, Improving Student Outcomes: Collaboration and Accountability, on January 29-31 in San Diego.
- * Arranged for over 200 participants to attend the three-day winter meeting (120 regional participants, 15 parent leadership project participants, 31 focused monitoring participants, 30 past model site participants, 4 Schwab Foundation for Learning personnel, and staff and meeting facilitators).
- * Awarded 77 scholarships to support participants to attend the meeting.
- * Currently in the final stages of planning the summer meeting of the year-round CSPD Leadership Institute, "Improving Student Outcomes: Collaboration and Accountability," which will take place on June 25-27, 2001 in Kings Beach, California.
- * Mailed invitations and registration packets to participants previous meeting attendees.
- * Made scholarships available to participants.

Online Conference

- * Tracked 166 unique logins to the winter online conference
- * Assisted institute participants in setting up six special conferences. Topics include Family Leaders, Parent Community, TALL, Tipping Point, Collaboration. and SELPA.
- * Assisted institute participants in setting up eight listserves. Topics included Family Leaders, Parent Community, TALL, Tipping Point Collaboration, SELPA, Java Lit and, High School Collaboration.
- * Established and maintained the Online Check-in Conference, which ran through May 4
- * Currently designing two self-paced online trainings.
- * Worked with Lisa Churchill and Bob Farran on the above trainings. Ms. Churchill provided the curriculum for "Assessment: Bridging the Gap Between Teaching and Learning for All Students;" and Bob Farran the curriculum for The New IEP: Goals and Objectives That Reach".

Collaborative Challenge

- * Received eleven applications from rural, urban and suburban schools in northern, central California.
- * Selected two schools as semi-finalists. Both sites will be invited to attend the summer meeting of CalSTAT's year-long leadership institute.
- * Currently visiting semi-finalist schools via a selection team representing CalSTAT, ACSA, and the Schwab Foundation for Learning.
- * Scheduled the final selection date for June 1, 2001.

As evidenced in this report and previous information provided to OSEP, the total work of the California Department of Education, Special Education Division, has been re-aligned to address IDEA and CDE's supervisory and monitoring responsibilities. All staff are involved in one or more of the Quality Assurance Components (QAP) to ensure that California students with disabilities receive a free appropriate education in the least restrictive environment. CDE's activities are designed to ensure the educational benefit and procedural safeguards under IDEA. Data from QAP components demonstrate steady and continuous improvement statewide in both compliance and educational benefit for our students.

LOCAL PLAN INFORMATION

Article 1.1. State Requirements

E.C. 56205. (a) Each special education local plan area submitting a local plan to the superintendent under this part shall demonstrate, in conformity with subsection (a) of Section 1412 of, and paragraph (1) of subsection (a) of Section 1413 of, Title 20 of the United States Code, that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing the following:

- (1) Free appropriate public education.
- (2) Full educational opportunity.
- (3) Child find and referral.
- (4) Individualized education programs, including development, implementation, review and revision.
- (5) Least Restrictive Environment.
- (6) Procedural Safeguards.

- (7) Annual and triennial assessments.
- (8) Confidentiality.
- (9) Transition from Subchapter III (commencing with Section 1431) of Title 20 of the United State Code to the preschool program.
- (10) Children in private schools.
- (11) Compliance assurances, including general compliance with the Individuals with Disabilities Act (20 U.S.C. Sec. 1400 et.seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), the American with Disabilities Act of 1990 (43 U.S.C. Section 12101 et. seq.), federal regulations relating thereto, and this part.
 - (A) A description of the governance and administration of the plan, including identification of the governing body of a multidistrict plan or the individual responsible for administration in a single district plan, and of the elected officials to whom the governing body is responsible.
 - (B) A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.
 - (C) Verification that a community advisory committee has been established pursuant to Section 56190.
 - (D) Multidistrict plans, submitted pursuant to subdivision (b) or (c) of Section 56195.1, shall do the following:
 - (i) Specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan.
 - (ii) Identify the respective roles of the administrative unit and the administrator of the special education local plan area and the individual local education agencies within the special education local plan area in relation to the following:
 - (I) The hiring, supervision, evaluation, and discipline of the administrator of the special education local plan area and staff employed by the administrative unit in support of the local plan.
 - (II) The allocation from the state of federal and state funds to the special education local plan area administrative unit or to local education agencies within the special education local plan area.
 - (III) The operation of special education programs.
 - (IV) Monitoring of the appropriate use of federal, state, and local funds allocated for special education programs.
 - (V) The preparation of program and fiscal reports required of the special education local plan area by the state.
 - (E) The description of the governance and administration of the plan, and the policymaking process, shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3, and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee established pursuant to Article 7 (commencing with Section 56190) of Chapter 2.
- (12) Copies of joint powers agreements or contractual agreements, as appropriate, for districts and counties that elect to enter into those agreements pursuant to subdivision (b) or (c) of Section 56195.1.

- (13) Comprehensive system of personnel development.
- (14) Personnel standards, including standards for training and supervision of paraprofessionals.
- (15) Performance goals and indicators.
- (16) Participation in state and districtwide assessments, and reports relating to assessments.
- (17) Supplementation of state, local, and other federal funds, including nonsupplantation of funds.
- (18) Maintenance of financial effort.
- (19) Opportunities for public participation prior to adoption of policies and procedures.
- (20) Suspension and expulsion rates.
- (b) Each local plan submitted to the superintendent under this part shall also contain all of the following:
 - (1) An **annual budget plan** that shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraph (d) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and Section 56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:
 - (A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).
 - (B) Administrative costs of the plan.
 - (C) Special education services to pupils with severe disabilities and low incidence disabilities.
 - (D) Special education services to pupils with nonsevere disabilities.
 - (E) Supplemental aids and services to meet the individual needs of pupils placed in regular classroom and environments.
 - (F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2.
 - (G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.
 - (2) An annual service plan shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school district in the special education local plan area at least 15 day prior to the hearing. The annual service plan may be revised during any fiscal year according the policymaking process established pursuant to subparagraphs (D) and (LE) of paragraph (12) of subdivision (f) of Section 56001 and with Section 56195.9. The annual service plan shall include a description of services to be provided by each district and county office, including the nature of the services and the physical local at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by county offices of education, and juvenile court schools, regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.
 - (3) A description of programs for early childhood special education from birth through five years of age.
 - (4) A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a).
 - (5) A description of a dispute resolution process, including mediation and final and binding

arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the plan.

- (6) Verification that the plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct this review prior to submission of the plan to the superintendent.
- (7) A description of the process being utilized to meet the requirements of Section 56303.
(E.C. 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.)
- (c) A description of the process being utilized to oversee and evaluate placements in nonpublic, sectarian schools and the method of ensuring that all requirements of each pupil's individualized education program are being met. The description shall include a method for evaluating whether the pupil is making appropriate educational progress.
- (d) The local plan, budget plan, and annual service plan shall be written in language that is understandable to the general public.

In addition to the above, California Education Code requires the local plan to contain the following. Codes and area to be covered are listed below. Refer to CDE special education web site for full details of information below and all requirements relating to the local plan.

<http://cde.ca.gov/spbranch/sed>

E.C. 56202 Description of specialized programs and services across the local plan area that minimizes isolated sites and maximizes opportunities to serve pupils in the least restrictive environment.

E.C. 56201 Transfer of Programs

E.C. 56207.5 Charter School Participation in a Special Education Local Plan

E.C. 56208 This article shall apply to special education local plan areas that are submitting a revised local plan for approval pursuant to Section 56836.03 or that have an approved revised local plan pursuant to Section 56836.03.

30 EC 56836.03 - Revised local plans; Transition Guidelines; Division of local plan Areas

56836.03. (a) On or after January 1, 1998, each special education local plan area shall submit a revised local plan. Each special education local plan area shall submit its revised local plan not later than the time it is required to submit its local plan pursuant to subdivision (b) of Section 56100 and the revised local plan shall meet the requirements of Chapter 3 (commencing with Section 56200). (b) **Until the board has approved the revised local plan and the special education local plan area begins to operate under the revised local plan, each special education local plan area shall continue to operate under the programmatic, reporting, and accounting requirements prescribed by the State Department of Education for the purposes of Chapter 7 (commencing with Section 56700) as that chapter existed on December 31, 1998.** The department shall develop transition guidelines, and, as necessary, transition forms, to facilitate a transition from the reporting and accounting methods required for Chapter 7 (commencing with Section 56700) as that chapter existed on December 31, 1998, and related provisions of this part, to the reporting and accounting methods required for this chapter. Under no circumstances shall the transition guidelines exceed the requirements of the provisions described in paragraphs (1) and (2). The transition guidelines shall, at a minimum, do the following: (1) Describe the method for accounting for the instructional service

personnel units and caseloads, as required by Chapter 7 (commencing with Section 56700) as that chapter existed on December 31, 1998. (2) Describe the accounting that is required to be made, if any, for the purposes of Sections 56030, 56140, 56156.4, 56156.5, 56361.5, 56362, 56363.3, 56366.2, 56366.3, 56370, 56441.5, and 56441.7. (c) Commencing with the 1997-98 fiscal year, through and including the fiscal year in which equalization among special education **local plan** areas has been achieved, the board shall not approve any proposal to divide a special education **local plan** area into two or more units, unless the division has no net impact on state costs for special education; provided, however, that the board may approve a proposal that was initially submitted to the department prior to January 1, 1997.

30 EC 56836.04 - Monitoring and Review of Special Education Programs; Proper

Expenditures 56836.04. (a) The superintendent shall continuously monitor and review all special education programs approved under this part to assure that all funds appropriated to special education **local plan** areas under this part are expended for the purposes intended. (b) Funds apportioned to special education **local plan** areas pursuant to this chapter shall be expended exclusively for programs operated under this part.

30 EC 56836.05 - Timing of Apportionments; Order to Draw Warrants 56836.05. (a)

Apportionments made under this part shall be made by the superintendent as early as practicable in the fiscal year. Upon order of the superintendent, the Controller shall draw warrants upon the money appropriated, in favor of the eligible special education **local plan** areas. (b) If the special education **local plan** area is a multidistrict special education **local plan** area, and the approved allocation plan does not specify that funds will be apportioned to the special education **local plan** area administrative unit, the special education **local plan** area shall submit to the superintendent an annual allocation plan to allocate funds received in accordance with this chapter among the local educational agencies within the special education **local plan** area. The annual allocation plan may be revised during any fiscal year, and these revisions may be submitted to the superintendent as amendments. The amendments shall, prior to submission to the superintendent, be approved according to the policymaking process established by the special education **local plan** area. (c) If funds are apportioned to a special education **local plan** area administrative unit in the 1998-99 fiscal year and the special education **local plan** area administrative unit is changed in the 1998-99 fiscal year or thereafter, monthly payments shall be made according to the schedule in paragraph (2) of subdivision (a) of Section 14041 unless all local educational agencies are on the same schedule. If all local educational agencies are on the same schedule, the appropriate schedule in paragraph (2), (7), or (8) of subdivision (a) of Section 14041 shall apply.

30 EC 56125 - local plans; Monitoring Implementation; Onsite Program and Fiscal Review

56125. The superintendent shall monitor the implementation of **local plans** by periodically conducting onsite program and fiscal reviews.

30 EC 56122 - Development of local plans; Guidelines; Assistance; Forms, Reports and Evaluations

56122. The superintendent shall establish guidelines for the development of **local plans**, including a standard format for **local plans**, and provide assistance in the development of **local plans**. The purposes of such guidelines and assistance shall be to help districts and county offices benefit from the experience of other local agencies that implement programs under this part, including, but not limited to, reducing paperwork, increasing parental involvement, and providing effective staff development activities. To the extent possible, all forms, reports, and evaluations shall be designed to satisfy simultaneously state and federal requirements.

30 EC 56123 - local plans; Review; Recommendation for Approval 56123. The superintendent shall review and recommend to the board for approval, **local plans** developed and submitted in accordance with this part.

30 EC 56602 - Annual Evaluation of Implemented Special Education Programs 56602. In accordance with a program evaluation plan adopted pursuant to subdivision (e) of Section 56100, the superintendent shall submit to the board, the Legislature, and the Governor, an annual evaluation of the special education programs implemented under this part. This evaluation shall do all of the following: (a) Utilize existing information sources including fiscal records, enrollment data, and other descriptive data, and program reviews to gather ongoing information regarding implementation of programs authorized by this chapter. (b) Utilize existing information sources to the maximum extent feasible to conduct special evaluation studies of issues of statewide concern. The studies may include, but not be limited to, all the following:

- (1) Pupil performance. The State Department of Education shall assist special education **local plan** areas in the development of models of pupil performance in order to determine the success or failure of special education programs and services. As appropriate, special education pupils and parents of special education pupils shall be involved in the development of these models.
- (2) Placement of pupils in least restrictive environments.
- (3) Degree to which services identified in individualized education programs are provided.
- (4) Parent, pupil, teacher, program specialist, resource specialist, and administrator attitudes toward services and processes provided.
- (5) Program costs, including, but not limited to: (A) Expenditures for instructional personnel services, support services, special transportation services, and regionalized services. (B) Capital outlay costs at the district and school levels, and for special education **local plan** areas, county offices, state special schools, and nonpublic, nonsectarian schools. (C) Funding sources at the district, special education **local plan** area, county office, state special school, nonpublic, nonsectarian school, and agency levels, including funding provided by state and local noneducational public agencies. (c) Identify the numbers of individuals with exceptional needs, their racial and ethnic data, their classification by designated instructional services, resource specialist, special day class or center, nonpublic, nonsectarian schools, and agencies, including pupils referred to and placed in those programs by state and local noneducational public agencies, in accordance with criteria established by the board and consistent with federal reporting requirements. (d) The State Department of Education shall, as part of the department's regular data collection process for special education programs, collect data on the types of agencies that provide designated instruction and services or related services that are contracted for by special education **local plan** areas or programs for the disabled operated by the state pursuant to Public Law 89-313, in order to determine the number of special education pupils who are enrolled in nonpublic, nonsectarian special education schools or who are receiving nonpublic, nonsectarian agency services.

Links to district's status reports in Microsoft Excel 5.0/95 Workbook format and Microsoft Word 6.0/95:

Fresno Unified School District

- Verification Review Summary
- Data File

Fairfield Suisun Unified School District

- Data File

Los Angeles Unified School District

- Verification Review Summary
- Secondary Transition Services Corrective Action Plan
- Combined Systemic Corrective Action Plan
- SED Consultant Activities

Mt. Diablo Unified School District

- Data File

Norwalk La Mirada Unified School District

- Data File

Oakland Unified School District

- Data File